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ABSTRACT

This paper presents some of the materials available for games and simulation activities in the foreign language classroom and organizes the materials in terms of their usefulness for reaching specific instructional objectives. The list of games and simulations represents a wide variety of activities that can be used in the development of various skills in any second language. Sample games are provided in French, German, Russian, Spanish, Chinese and Italian. Each game has been analyzed to determine its particular objective in language skills development and has been integrated into a simplified taxonomic structure of language-learning tasks. These tasks progress from simple to complex. The first half of the compilation includes games that are designed to strengthen students' command of discrete linguistic features of the second language; the second half includes games that require more complex communicative operations. Games in the first section, "Knowledge of Specifics," focus on mastery of language forms; those in the section entitled "Development of Communication Skills," focus on the meaning of the message communicated. The description of each game includes the purpose, level, directions for play, materials needed, and the source. (Author/AMH)

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LANGUAGE IN EDUCATION: THEORY AND PRACTICE

13

Games and Simulations in the Foreign Language Classroom

Alice C. Omaggio

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CONTENTS

INTRODUCTION vi

Purpose vi
Taxonomy vii
Organization viii

KNOWLEDGE OF SPECIFICS 1

Knowledge of Specific Facts about a Country or Its Culture 1

Geography Games 1
History and Culture Games 3

Knowledge of Discrete Linguistic Features 6

Knowledge of Vocabulary: Recognition 6

Listening Games 7
Reading Games 8

Knowledge of Vocabulary: Recall 9

Word-Building Games 9
Recall of Word Families and Word Categories 15

Knowledge of Isolated Syntactic Structures 19

DEVELOPMENT OF COMMUNICATION SKILLS 25

Comprehension 25

Physical Response 25
Identification 27

Meaningful Production 28

Forming Simple Messages 28
Forming Extended Messages 32
Synthesis of Multiple Messages 34

Social Interaction Games 40

APPENDIX A 51

APPENDIX B 53

APPENDIX C 54

INTRODUCTION

PURPOSE

The purpose of this paper is to present some of the materials available for games and simulation activities in the foreign language classroom and organize these materials in terms of their usefulness for reaching specific instructional objectives.

The list of games and simulations included here is not exhaustive. It does represent, however, a wide variety of activities that can be used in the development of various skills in any second language. Sample games are provided in French, German, Russian, Spanish, Chinese, and Italian.

Each game has been analyzed to determine its particular objective in language skills development and has been integrated into a simplified taxonomic structure of language-learning tasks. The organizational scheme was designed by the author, using Bloom's Tax nomy of Educational Objectives: The Cognitive Domain as a model. The language tasks progress from simple to complex: the first half of the compilation includes games that are designed to strengthen students' command of discrete linguistic features of the second language; the second half includes games that require more complex communicative operations. It is necessary, however, to keep in mind that any hierarchical scheme describing cognitive processes will be simplistic and that there will be some overlap in skills development as students participate in these activities. The taxonomy is offered as a structure wit in which one can organize classroom games according to the primary focus of the activity.

Development of the skills at the higher levels presupposes the mastery of skills at the lower levels of this structure. In addition, using language in a meaningful way places demands simultaneously on several types of competencies; that is, in order to manipulate language forms correctly as described under *KNOWLEDGE OF SPECIFICS*, students must comprehend--at least to a limited extent--spoken or written messages as described under *DEVELOPMENT OF COMMUNICATION SKILLS: COMPREHENSION*. The taxonomy is offered, therefore, not as a description of cognitive processes, but rather as a means of focusing on the types of skills that can be developed through the use of a particular game or set of games.

Games in the first section, *KNOWLEDGE OF SPECIFICS*, focus primarily on mastery of language forms; those in the section entitled *DEVELOPMENT OF COMMUNICATION SKILLS* focus on the meaning of the message communicated. The games described in this compilation should prove useful in helping students move from manipulative activities toward more communicative activities as their skills develop.

TAXONOMY OF OBJECTIVES FOR THE DEVELOPMENT OF FOREIGN LANGUAGE SKILLS

- KNOWLEDGE OF SPECIFICS
  - Knowledge of SPECIFIC FACTS about a country or its culture
  - Knowledge of DISCRETE LINGUISTIC FEATURES of the foreign language
    - Knowledge of VOCABULARY: Recognition and recall of individual items; recall of vocabulary clusters and categories
    - Knowledge of GRAMMATICAL FORMS AND STRUCTURES
- DEVELOPMENT OF COMMUNICATION SKILLS
  - COMPREHENSION: Comprehension of a spoken and/or written message such that the individual knows what information is being communicated and can make use of that information
    - Comprehension shown by a PHYSICAL RESPONSE
    - Comprehension shown by making a veroal IDENTIFICATION of a person, place, or object being described
  - MEANINGFUL PRODUCTION: Production of an original and purposeful communication in the foreign language
    - SIMPLE MESSAGES: Creation of single sentences or short phrases as part of the game
    - MORE COMPLEX MESSAGES: Construction of longer messages, such as creative composition, dialogue, or narrative
    - MULTIPLE MESSAGES: Creation of several simple or more complex messages by students working together to solve a problem. Social interaction games or simulations encourage complex communication such as would be required in real-world encounters. The atmosphere of the foreign culture is created via imagination or props.

ORGANIZATION

Many of the games and simulation activities that have been described in the professional literature as useful for the development of foreign language skills have been collected, analyzed, and synthesized under the categories just described. Within such a classification, the progression of communicative skills development can be seen clearly. *Although many of the games are described within the context of a specific language, they can be used in other language classrooms as well.* There are undoubtedly some useful games that have been omitted. Those included below do constitute, however, a vast store of resources for the creative teacher and provide many paradigms or "frame games" that can be adapted for specific purposes.

Under each category is included a brief discussion of ways in which certain types of games can contribute to skill development at that particular level of the taxonomy. A few sample games are then described in detail. Other games with similar learning outcomes are listed in the form of an annotated bibliography at the end of each major section. Each game description is accompanied by a source notation and a code indicating the instructional level(s) for which the activity is most appropriate. Instructional level codes are as follows:

/E/ elementary grades
/JH/ junior high
/HS/ high school
/A/ adult learners

The first few sections of the compilation include many commercially available games that involve the use of boards, cards, and other game pieces. Detailed descriptions of these games are not given; full directions for play and playing pieces are available from the commercial publishers listed in Appendix B. Appendix A provides the sources of the other gaming and simulation materials cited in this compilation, including textbooks, journal articles, and documents in the ERIC data base. Appendix C lists some additional general sources of games and simulation materials not cited in the text.

KNOWLEDGE OF SPECIFICS

KNOWLEDGE OF SPECIFIC FACTS ABOUT A COUNTRY OR ITS CULTURE

The following games are designed to help students learn about the country whose language they are studying and about the cultural life of its people. These games require little linguistic skill in the second language. Usually they present the learner with facts about the geography, history, or customs of the people through the use of colorful cards, boards, maps, and other visual stimuli.

Geography Games

Commercial Puzzles and Board Games

Purpose: To learn about the geography of the country where the foreign language is spoken

Level: E, JH

Preparation: Students have studied some place names in the foreign language.

Materials: Cards, boards, maps, and other visual stimuli

Sample Games: In order to provide a sampling of materials in this first category, several of the geography games available from commercial sources are described briefly below. For ordering other commercially published games and instructions, see Appendix B.

- FRANCE PUZZLE PAR DEPARTEMENTS. A jigsaw puzzle, in color, with plywood pieces cut to the exact contours of each department. Each piece contains the department name, number, most important town, and a characteristic illustration.
- LA FRANCE PAR REGIONS. The 22 regions of France are depicted on this jigsaw puzzle, with their provincial names, cities, monuments, and products.
- BONJOUR LA FRANCE: GRAND JEU PUZZLE. A set consisting of a map constructed from puzzle pieces cut to the contours of each department, playing pieces bearing the number of each department and its specialty, playing pieces representing each prefecture, notes worth points, and instructions in French.
- GRAND JEU ELECTRIQUE "LA FRANCE." An electronic game in which 1,000 questions on France covering geography, history, literature, art and other cultural aspects of the country are presented. Wrong answers are automatically called to the attention of the players.
- DEUTSCHLAND. A jigsaw puzzle depicting Germany and its divisions
- EUROPA. A puzzle map of Europe with the countries and cities spelled in German
- ROUTES DE FRANCE. This game teaches players about the geography of France and its regional specialties. Players draw cards of cities of France and then visit them by using the main roads.
- JEU DU TRANS EUROP EXPRESS. Players visit cities of Europe using the TEE routes. Souvenir cards are used, which give information about 30 cities of Europe. Cards are in French, but instructions come in French, German, and English.

- AUTOUR DU MONDE. Players travel around the world visiting famous cities. Instructions come in French, German, and English.

- DEUTSCHLANDREISE. This board game is good for learning about the rivers, mountains, towns, and cities of Germany. After drawing cards indicating German cities, players plan a trip, avoiding pitfalls en route. The player who travels through all the cities first is the winner.

- EUROPAREISE. Played in a similar manner to DEUTSCHLANDREISE; cities all over Europe are included.

- WELTREISE. Similar to the two games described above, but includes cities all over the world. The game is also available in French, Italian, and English.

- POR LAS CARRETERAS DE ESPAÑA. Similar to ROUTES DE FRANCE and DEUTSCHLANDREISE.

- TURISTA NACIONAL. Players travel around Mexico to buy property and hotels, visiting 18 different areas.

- TURISTA MUNDIAL. Similar to the above, but uses locations all over the world.

- BUEN VIAJE. Players travel around the world, using planes, trains, ships, and/or cars.

Source: See Appendix B.

Other Geography Games

- LE JEU DE GEOGRAPHIE (THE GEOGRAPHY GAME)

Purpose: To learn names of cities, countries, and bodies of water in the foreign language

Level: E, JH, HS

Preparation: Place names have been introduced in the target language.

Materials: A large map of the target country (constructed by the teacher or students on a poster or overhead transparency), indicating the locations of major cities, bodies of water, and neighboring countries, but omitting all geographical names

Play: Students compete in teams to show their expertise in geography. Members of Team A indicate a point on the map; a student from Team B must identify it correctly. The object of the game is to score the greater number of points either by naming correctly a particular country, city, or body of water, or by stumping members of the other team. The game ends when all students have participated.

Source: Coulombe. (See this source for a complete description and detailed rules for play.)

Variation: Each team chooses a secret location and writes it on a card before play begins. The teacher (or a referee) keeps the cards. Team members take alternate turns at guessing the location chosen by the opposing team. The referee tells the persons guessing whether they are "warm" or "cold." A point is scored for every wrong guess. The first team to guess the secret location wins. If nobody guesses by the end of a time limit, the team with the lower score wins.

- LA CARTE (THE MAP)

Purpose: To learn place names in the target language

Level: All

Preparation: Place names have been introduced in the target language.

Materials : Students may refer to a map (with or without place names) or they may play from memory.

Play: The first student begins the game with the statement "I'm going to..." and names a city. The next student repeats what the first student has said, adding, "and then to..." and adds the name of another city. Each student must repeat the entire string in turn before adding a new city to the list.

Source: Miller

Variation: This can be played as a team game. Players add cities to the list, but must only repeat that portion of the list supplied by their own team members. If they repeat the name of a city supplied by the other team, they drop out of the game. The team with more members left at the end of a time limit wins.

• THE SOVIET UNION DISJOINED

Purpose: To learn the names of the Soviet republics in Russian (can be adapted for other languages and countries)

Level: All

Preparation: The names and locations of the 15 republics of the USSR have been studied.

Materials : A map with the republics disjoined and scrambled

Play: Students can either (1) match a list of the names of the republics with the shapes of the republics; (2) provide the names of the republics from memory and assign them to the shapes; or (3) arrange the republics in their proper places. Teams of students could compete for the fastest completion of the tasks.

Source: Stroud

• THE SOVIET UNION SCRAMBLED

Purpose: To learn the Russian names of cities, rivers, and other geographical locations in the USSR (can be adapted for any country)

Level: All

Preparation: Place names have been introduced in Russian.

Materials: Lists of Russian cities, rivers, or other place names *with the letters scrambled*

Play: Students compete to unscramble the letters and find the places indicated on a map of the Soviet Union. Maps of other countries can also be used, but the place names should be in Russian.

Source: Stroud

History and Culture Games

Commercial Card and Board Games

Purpose: Regardless of how these games are played, students will become acquainted

with various aspects of the history and culture of the foreign country. The most obvious learning outcome will be a greater knowledge of facts about the target culture, but students should also be encouraged to use the games as an opportunity for conversing in the target language.

Level: E, JH, HS

Materials: Cards depicting historical events or illustrating significant cultural topics. The games usually include informative text in the target language.

Play: These games are played like Old Maid, Authors, or Go Fish. The object is to collect sets of cards by exchanging cards with other players.

Sample Games: (For instructions for ordering these and other games, see the list of commercial publishers in Appendix B.)

- VOULEZ-VOUS VISITER? Illustrated cards include places of historical interest, resorts, chateaux, universities, and the like, with informative text in French.
- SCHÖNES ÖSTERREICH. This game is intended for FLES and junior high students, but can be used by students at any level who are interested in learning more about Austria.
- EL JUEGO DE LOS CAMINOS TURISTICOS. To win, one must complete one of the six routes around Spain by collecting the various historical scenes along the way.
- WELTSTÄDTE. Cards depict four cities from each continent. The object of the game is to collect sets of four.
- MONUMENTS DE FRANCE. Cards depict such architectural features as the menhirs of Brittany, chapels, cathedrals, chateaux, and modern structures.
- LES PLUS BEAUX TABLEAUX DU MONDE. Cards contain color reproductions of masterpieces of French art with detailed text about each painting.
- GRANDS ROIS ET GRANDES FIGURES DE L'HISTOIRE DE FRANCE. Each card illustrates a different historical personality and includes text in French.
- GROSSE DEUTSCHE. Cards depict a series of German personalities, both past and present, who have contributed to science, the arts, and government.
- DEUTSCHE DICHTER. This game is most appropriate for advanced students of German. Cards depict literary figures and their works from the eighth century to Bertolt Brecht.
- LES GRANDS SAVANTS. Cards illustrate the contributions of great scientists and include text in French.
- LES SPORTS (LOS DEPORTES). Cards illustrate various sports and describe how the sport is played in the target culture.
- JEU DES HUIT FAMILLES FOLKLORIQUES. Cards depict family members from each of eight provinces of France. Students learn about the products, costumes, and way of life of the various provinces.
- BON APPETIT (BUEN APETITO). Four cards for each course of the meal. Recipes are included.
- SEÑALES DE TRAFICO (VERKEHRSZEICHEN). Do's and don't's of driving in Spanish- and German-speaking countries

Another popular format is the board game. A sampling of games available from the commercial publishing houses in Appendix B is given in the section below.

- LOTO DE L'HISTOIRE DE LA FRANCE. Played like bingo, this game introduces students to important events in French history.

- AU HASARD DE L'HISTOIRE. Competitive board game based on the history of France

- THEATRE MOLIERE. This board game is played by using one's knowledge of Molière and his plays. Materials are included for enacting plays in the classroom. (HS, A)

- JEU DE PARIS. Players visit landmarks of Paris by plotting various routes on the game board, which is a replica of the metro system.

- MILLE QUESTIONS (1,000 QUESTIONS) (also in German and Spanish). A set of questions about all aspects of the history and culture of France (Germany, Spain). Questions also include such topics as math, sports, and so on. A supplement to this game can be ordered with 1,000 additional questions.

- L'AUTOROUTE. In this board game, players are invited to a wedding. They must get there by car. First they must earn money to buy a gift, then pick up a wedding license, and finally pick up family members. At all times, the rules of the road must be observed.

- VERKEHRSSPIEL (TRAFFIC GAME) (also in Italian and French). Players must obey traffic rules while visiting principal locations within a city.

- WIR KAUFEN EIN. This game simulates shopping in the foreign culture. Players learn to handle German money and get an idea of the cost of products.

- KINDERPOST. This is a children's post office set with miniature replicas of stamps, post cards, and letters. (E)

Other History and Culture Games

- TACTWORD

  Purpose: To learn to use social expressions in the foreign language

  Level: All

  Play: The game consists of pairs of cards with an English social expression on one side and the foreign language equivalent on the other. Expressions include such phrases as "May I?" or "Pleased to meet you." Tactword may be played as Old Maid or Go Fish, with the object of acquiring pairs of cards, or as a large-group team game, with the referee reading the cards and the teams competing to supply the equivalents.

  Source: Jarvis

- SOVIETIQUETTE

  Purpose: To teach and review behavioral etiquette in Soviet Russia

  Level: All

  Materials: Four categories of multiple-choice questions are printed on cards in English on one side and Russian on the other.

  Play: Students are divided into teams, and a referee is chosen. One player chooses a category: (1) friendship, family; (2) dress, posture, and gestures; (3) on the street, leisure; (4) eating and drinking. Then either the student or the referee takes the top question from the category chosen and reads it. The player chooses an answer from among

the possible responses, after which the referee or a player from the other team reads the correct choice. Questions and answers are discussed immediately throughout the game as players take their turns.

Source: Jarvis

• ETIQUETA HISPANA

Purpose: Similar to SOVIETIQUETTE, this game is intended to teach the middle-school student about Hispanic culture.

Level: E, JH

Materials: Sixty-seven multiple-choice questions on such diverse topics as gestures, food, dress, dating, friendship, family, and the home

Play: As they answer questions correctly, the players move tokens around a game board consisting of a map of the Spanish-speaking world.

Source: Madaras and McMillan

• RUSSIAN TRIVIA

Purpose: To review a variety of cultural and historical facts about Russia

Level: JH, HS, A

Play: This can be an interesting experience for the teacher. Students are to ask "trivia" questions dealing with what they have learned in the Russian class. This is not meant to deal strictly with grammar, dialogues, etc., but more with cultural and trivial asides that have come up. Students get points for asking questions that the other students can't answer. Extra points should be scored if the teacher can't answer.

Source: Stroud

Additional Sources of Geography, History, and Culture Games

Dykema-Jones, Karen. Un Viaje por Sudamérica (A Language Game). Dialog 12 (April 1978).
A newsletter for the foreign language teachers of Indiana, available from The Coordinator for School Foreign Languages, M21 Memorial East, Indiana University, Bloomington, Indiana 47401.

Kaiser, Linda. Easy Games for the German Classroom. Die Unterrichtspraxis 10 (Fall 1977): 122-27.
Includes descriptions of 14 games for German students, many of which emphasize geographical, cultural, and historical topics.

Stables, A. The Game of Metro. Audio-Visual Language Journal 12, 1 (1974):37-38.
Board game designed to teach children about Paris.

KNOWLEDGE OF DISCRETE LINGUISTIC FEATURES

Knowledge of Vocabulary: Recognition

Games in this category involve the recognition of spoken and/or written vocabulary items.

Games that require students to read a word and respond to it or to respond to a spoken word are included here; emphasis is not on the production of a foreign language word by the student, but rather on simple recognition of a word or short phrase.

Listening Games

• VICTOIRE (VICTORIA! HO VINTO! ICH HAB'S!)

Purpose: To gain recognition knowledge of names of familiar objects

Level: All

Preparation: The names of common objects have been introduced.

Materials: Bingo cards with pictured objects, and "tickets" with words printed on them

Play: This bingo-like commercial game can be used with beginning students of French, Spanish, Italian, and German. Each player is given a card depicting 16 familiar objects. Tickets, on which the word for an object is printed in the foreign language, are drawn from a box. Learners cover the correct picture as it is named.

Source: See Appendix B.

Many other bingo-like games are available from the commercial sources listed in Appendix B. These games can be used for either listening or reading comprehension of the foreign language vocabulary. Some titles include:

French	• LOTO DES BEBES ANIMAUX	• LOTO DES DRAPEAUX
	• LOTO DES ANIMAUX FAMILIERS	• LOTO DES INSECTES
	• LOTO DES ANIMAUX SAUVAGES	• LOTO DES OISEAUX
	• LOTO DES BOIS ET DES CHAMPS	• LOTO DES PAYS CHAUDS
	• LOTO DE MA MAISON	• LOTO DES FLEURS
	• A CHACUN SON OUTIL	• LOTO DES FRUITS
	• AU MARCHE	• LOTO DES JARDINS
	• LA BONNE CUISINE	• LOTO DE L'HISTOIRE DE LA FRANCE
	• LOTO DES PROVERBES	
Spanish	• YO QUIERO SER	• MIS FIGURAS EN COLOR
	• LOTO DE PAREJAS	• VAMOS A LEER
	• LOTO DE ANIMALES	• LOTO BABY
	• LOTO DE NUESTRO CUERPO	• LOTERIA MEXICANA
German	• SPRECHLERNSPIELE	• KOMBI LOTO
	• WIR LESEN	• SEHEN UND BEGREIFEN
	• KOFFER PACKEN	• WAS FÜR EIN TIER
	• WAS FÜR EIN BAUM	• MEIN ERSTES LESESPIEL

• FIND THE OBJECT

Purpose: To provide practice in recognizing the names of common objects in the target language

Level: E, JH

Preparation: The names of a variety of familiar objects have been studied in the target language.

Materials: A box or bag containing assorted objects chosen from among familiar words. It is best to choose objects whose names are a source of confusion to learners: words

that sound alike, e.g., "chapeau" (hat) and "crapaud" (toad) in French. or words in a similar semantic category, e.g., "stylo" (pen) and "crayon" (pencil).

Play: Two teams are formed. Familiar objects are placed in a box or bag. As the teacher calls out the name of an object, a student from Team A comes to the box, selects the appropriate object and holds it up. A student from Team B selects the next object, and the game continues in this manner. If a student chooses the incorrect object, or cannot decide which object to choose, the other team has a chance to claim the correct one. The team holding more objects when the box is empty wins.

Source: Mackey

Reading Games

The following games, which utilize flashcards, require recognition of a written cue designating an object.

- PASSEPORT NATURE (PASAPORTE PARA LA NATURALEZA)

Purpose: To learn the names of animals in the target language and the vocabulary related to their foods and habitat

Level: E, JH

Materials: Cards depicting animals, with related facts written in the target language

Play: This game is best played in teams. Players draw cards describing an animal. They have one minute to pick cards listing appropriate foods, habitat, and type of animal. Any answer can be challenged by the other team. Answers are found on the back of the cards.

Source: See Appendix B.

- MATCHING CARDS

Purpose: To increase skill in reading and recognizing vocabulary in the target language

Level: E, JH

Materials: Two sets of flash cards. One set contains pictured objects. The second set contains the foreign language vocabulary for the pictured objects. Words that learners have difficulty with in class are good choices, especially if they look or sound alike in the foreign language.

Play: One set of flash cards is distributed to the class and the other set is hung around the room. Learners compete in matching their cards with those on the wall, either in teams or individually.

Source: Mackey

- FIND THE WORD

Purpose: To promote rapid reading and recognition of vocabulary

Level: E, JH

Materials: Three sets of flashcards containing words or groups of words

Play: The teacher keeps one set of cards and gives one set to each team. The teacher then picks a card and holds it up for a short period of time. The first team to find the card in its own set wins a point. The team with the most points at the end of play wins.

Source: Mackey

Knowledge of Vocabulary: Recall

Games in this category are designed to give the student practice in recalling and using vocabulary in the foreign language. Because the primary focus is on vocabulary learning, these games are subsumed under the heading of knowledge of discrete linguistic features, even though in some cases the games might involve the use of simple sentence constructions.

Word-Building Games

• SCRABBLE

Purpose: To build and spell correctly words recalled in the second language

Level: All

Materials: Playing board and letter tiles (available in French, Spanish, Italian, German, Hebrew, and Russian)

Play: Played just as the familiar edition of Scrabble in English. Directions and rules for play are printed in the target language.

Source: See Appendix B.

• WORD MASTER MIND

Purpose: To learn word-building and spelling skills in French, Spanish, Italian, or German

Level: All

Materials: A list of 700 words; letter tiles; a board; a "word shield," used to conceal the word from opponents

Play: Detailed rules of play accompany the game. The object is for the opponent to duplicate the player's secret word.

Source: See Appendix B.

• THE MAGICIAN'S GAME

Purpose: To enhance recall knowledge of vocabulary and to practice spelling in the target language

Level: All

Play: Learners must change one word into another by changing only one letter at a time. Each change must itself constitute a word. For example, to change "CAR" into "FOG," a possible solution might be:

CAR far for FOG

Source: Mackey

SCRAMBLED LETTERS AND WORDS

Purpose: To increase recall knowledge of target language vocabulary and to improve spelling skills

Level: All

Materials: A list of familiar words with the letters scrambled

Play: Students compete to unscramble the words on the list.

Source: Mollica

WORD PUZZLES

Purpose: To recall and spell correctly target language vocabulary

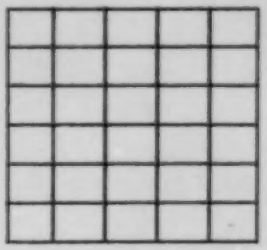
Level: All

Materials: Word grids or similar puzzle formats and selected vocabulary to be used in solving the puzzle

Sample Games:

- WORD GRID. Students are to insert into the grid the foreign language equivalent of the words listed on the left. Then, by combining the first letter of each translated word, they can obtain a "mystery word." In the example given here in Italian, the mystery word is a girl's name:

1. pen
2. too, also
3. very
4. examination
5. Louise
6. friend

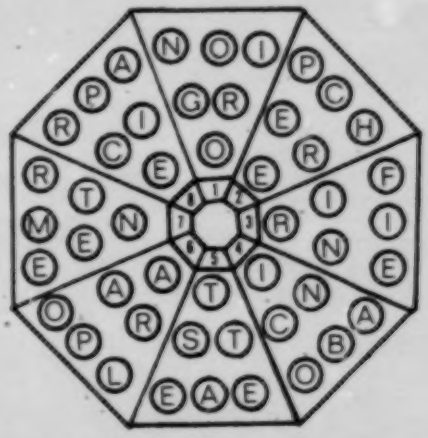


- OCTAGONAL WORD GRID. An unusual puzzle format provides variety for students as they learn to spell words correctly in the foreign language. An example in Italian is illustrated below:

Unscramble the six letters in each section to form an Italian word learned in the past five lessons. When you write the word at the left, the circled letters, read consecutively, will spell out the name of the sculptor of the doors of the Baptistery.

1. O _ _ _ _ _
2. _ _ _ _ O _
3. _ O _ _ _ _
4. O _ _ _ _ _
5. _ _ _ _ _ O
6. _ _ O _ _ _
7. _ _ _ O _ _
8. _ _ _ O _ _

Answer: _ _ _ _ _ _ _ _

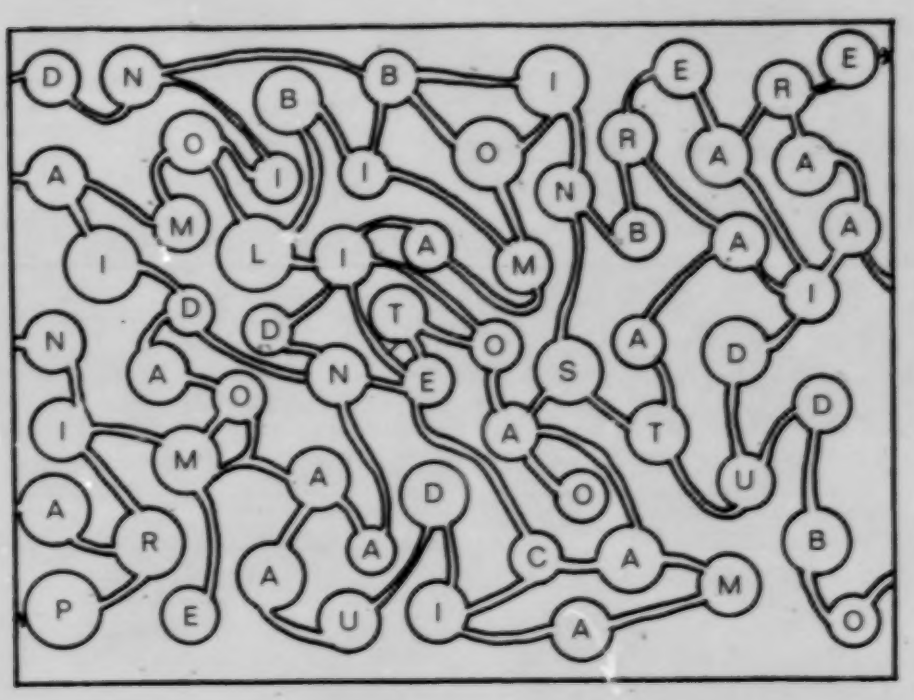


- WORD PATHS. In the two examples presented here, students must find a hidden sentence or word by finding the correct path.

Find the hidden sentence. Begin at the letter N and follow your way to the letter A. If you follow the right path you will find the hidden sentence.

```
N O N C O N O S C O N E M M E N
O       O       E       O
I       S       M       V
N       C       A       O
O       I       R       L
N A B B I A M O M A I V I S I T
A       M       A       A
N       O       N       T
D       N       E       O
I       E       C       L
A M O L I S O L D I A R M E L A
M       S       R       B
O       U       M       A
M       N       E       N
A       O       L       C
I A L C I A L L A B A N C A D A
```

Begin at the letter P and find your way from left to right of this maze. If you follow the right path, you will find out what Mario suggests that he and his friends do before going to the swimming pool.



- DIAGRAMMAS (WORD SEARCH). In this type of word puzzle, students look for the words listed on the left by searching inside the rectangle. The words can go from left to right, right to left, up and down, down and up, or on the diagonal, as long as the letters are in a straight line.

Trovare nel diagramma i verbi elencati a sinistra. Le parole possono essere ricercate leggendole sia da sinistra a destra che da destra a sinistra, o dall'alto in basso o dal basso in alto, oppure anche diagonalmente sia verso il basso che verso l'alto, purché sempre in linea retta.

aprire
aspettare
dormire
entrare
finire
insegnare
partire
passare
preferire
prendere
ricordare

DIAGRAMMA

A	D	I	T	E	R	E	P	O	A
S	O	T	A	R	O	M	A	P	R
P	R	E	F	E	R	I	R	E	I
E	M	R	E	D	A	I	T	R	C
T	I	A	O	N	R	A	I	I	O
T	R	S	I	E	T	O	R	N	R
A	E	S	T	R	I	R	E	I	D
R	O	A	M	P	O	L	A	F	A
E	A	P	T	I	P	A	C	R	R
E	R	A	N	G	E	S	N	I	E

Source: Mollica

- RUSSIAN WORD SEARCH. This game is played like the Italian example in DIAGRAMMAS. The words must be in a straight line, but they may be arranged left to right, right to left, top to bottom, bottom to top, or on the diagonal. Words can "cross" also.

З Д Е В Я Т Ь А Я Д О Л И Н А А Ю Б	десять	Австрию	иду
А Р М И Ю А О М О В З Д Е С Ь Н Н Г	двери	бабушку	имя
К Д Д Р Е М И В Е Д Е Т И А Ж Г В З	вот	библиотеку	дет
Р У Ю Е И Е Е Ь Т А Р Б М К Б Л С О	ваши	ждать	дочь
О Н И В Б Р А Т А И О О В Н И И Р Т	вино	все	дядю
Й Ь Н Д Е И Г О Р О Д Т О И Б Й Е В	автомобиль	видеть	деревню
Т Л А П О К А Ж И Т Е Р К Т Л С Д Е	аэропорт	галстук	дороги
Е И Д О К А Ю Д Я Д Л О З Р И К Е Ч	Англию	гора	дома
Б Б Ш Ж Е Н У В Ы М Ш П А А О И С А	это	грузовик	Данию
А О Д А С К Н С С Е А О Л К Т Й Я Й	брата	долина	жить
Б М О Л В У П Е Щ Е Д Р Р С Е Т Т Т	блузка	его	здесь
У О К У Т С Л А Г У Н Э Ф Ь К Х Ь Е	брать	ее	живу
Ш Т А Й Ц Д О М Ч О А А Т Ч У В И Ж	вы	еще	газету
К В К С Ш Л У Р О Г Р У З О В И К Щ	вечер	закройте	где
У А Д Т Л Б Л У З К А А Ы Д Д А Ь Э	они	их	гору
Л Ь Ю А М Е Р И К У К Ч У Р О Т В А	журнал	картинка	день
А Н И Ю К Я Ш О Ф Е Р К Л А С С Е Д	семь	кого	да
Н Е Л О Б Е Д Г А З Е Т У Х К Ь Ч Р	алло	лес	жену
Р Д Г А Ы А Р Е Н О И Ц И Л И М Е Е	Америку	милиционер	доски
У О Н Ь Т И Ж А В С Т Р И Ю Е Е Р С	армию	озеро	девять
Ж Д А Т Ь В И Д Е Т Ь Т Е Д И С В Е	карандаш	отвечайте	
	болен	откройте	
	быть	перевод	
	все	пожалуйста	
	два	покажите	
	ты	река	
	ваш	сад	
	вокзал	сидеть	
	авторучку	шофер	
	американец	классе	
	милиционера	как	

Source: Stroud

Crossword Puzzles: Some very useful references for constructing and using crossword puzzles in the foreign language are listed below. Various commercial publishers also produce books and sets of ditto masters for word games and puzzles for the foreign language class. For sources of commercially available puzzle books, see Appendix B.

Busacker, Klaus. No Cross Words with Crosswords. Praxis des neusprachlichen Unterrichts 22,4 (1975):416-21.
Reports on a teaching experiment in which seventh grade pupils produced original crossword puzzles.

Mollica, Anthony. The Reading Program and Oral Practice. In A Handbook for Teachers of Italian. American Association of Teachers of Italian, 1976, 84-89.

Pack, Alice C. How to Construct a Crossword Puzzle. TESL Reporter (Spring 1978):8-16.
Available from TESL Reporter, Box 157, Brigham Young University, Hawaii Campus, Laie, Hawaii 96762.

Wolfe, David. Teacher-Made Crossword Puzzles. Audio-Visual Language Journal 10, 3 (1972):177-81.

Cryptograms. The cryptogram is a familiar type of word puzzle which can be used successfully in the foreign language. The following example in Russian will serve to illustrate how to construct the game.

In the following cryptogram, you are to try to decipher the words listed in part one. These words would be very easy for you to recognize, except for the fact that they are Russian words written on an English typewriter. Each letter has been consistently replaced by another letter. When you have finished deciphering the words in the first section, go on to the second section and replace the letters in the same way. If you are correct, two Russian proverbs will appear. The first word is given to get you started.

R F H N F	K A P T A
X B N F N M	_ _ _ _ _ _
½ J H J I J	_ _ _ _ _ _
G J T P L	_ _ _ _ _
P L H F D C N D E Q N T	_ _ _ _ _ _ _ _ _ _ _ _
U J H J L	_ _ _ _ _
F V T H B R F Z T W	_ _ _ _ _ _ _ _ _ _
K T R W B Y	_ _ _ _ _ _
D J C R H T C T Z M T	_ _ _ _ _ _ _ _ _ _ _
L J V F I Z Y Y	_ _ _ _ _ _ _ _

K É X I T — _ _ _ _ _

G J P L Z J — _ _ _ _ _ _

X T V — _ _ _

Z B R J U L F́ — _ _ _ _ _ _ _

G J D N J H T́ Z B T — _ _ _ _ _ _ _ _ _ _

V F N M — _ _ _ _

E X T́ Z B Y — _ _ _ _ _ _

Source: Stroud

• HANGMAN

Purpose: To increase spelling accuracy and recall of vocabulary in the foreign language

Level: All

Materials: Paper and pencil, chalkboard, or overhead

Play: Learners compete to guess the word that one player, the "hangman," has chosen. The hangman draws spaces indicating the letters of his or her word. As learners guess letters, he or she fills in the appropriate slots. Any wrong guess allows the hangman to draw one part of the "body" (head, arm, leg, etc.) of the person to be hung. Letters pronounced incorrectly in the foreign language constitute a wrong guess. Students must try to guess the mystery word before the hangman has a chance to draw the entire body. The player who guesses the word then becomes the hangman.

- CONSTRUIRE L'ECHELLE (BUILD THE LADDER)

Purpose: To increase vocabulary recall and spelling skills in the foreign language

Level: E, JH

Play: The teacher gives the students one word in the foreign language. The word is written vertically, both backwards and forwards, as in the example below. Students make word ladders by recalling vocabulary words that fit horizontally, beginning and ending with the letters of the vertical word.

```
L u m i n a n c E
U               C
M o t i o n     N
I               A
N               N
A               I
N               M
C o u r         U
E               L
```

Source: Miller

- MATTHIEU, MARC, LUC, ET JEAN

Purpose: To enhance recall knowledge of vocabulary in the target language

Level: E, JH

Play: Students sit in a circle. They begin a rhythmic clapping, twice on the knees and once with hands together. On the third clap, the first student says a word in the foreign language. The player next in line must, on the third clap, say a word in the foreign language that begins with the last letter of the preceding player's word. Students who cannot come up with a word are out of the game.

Source: Miller

- CATEGORIE

Purpose: To review vocabulary and practice constructing sentences

Level: All

Materials: The vocabulary portion of the game is played using a grid six squares across and six squares down.

Play: Players identify themselves in the top left-hand square. The other five squares across the top are labelled with the numbers 4 through 8. The five squares down the left-hand side are filled with the letters of a five-letter word given by the teacher. This word serves as the keyword. The object of the game is to fill each of the remaining squares with words of four, five, six, seven, and eight letters, starting with the letters of the keyword. A second phase of the game involves a timed contest to use the words in correct sentences.

Source: Coulombe. (See the teacher's edition for full directions for play.)

• WHAT'S IN THE PICTURE?

Purpose: To increase vocabulary recall

Level: All

Materials: A picture, large enough for the class to see, chosen to depict familiar objects

Play: This game tests the class's powers of observation as well as control of vocabulary. The teacher takes a picture which the group has not yet seen, exposes it to view for a few seconds, then places the picture face down and asks the group to say what they observed in the picture. As a team game, each team alternates in adding new words. The use of complete sentences can be encouraged.

Source: Mackey

• OBJETS TROUVES (LOST AND FOUND)

Purpose: To increase vocabulary recall

Level: All

Materials: Eight to ten familiar objects

Play: This game is similar to WHAT'S IN THE PICTURE, but uses real instead of pictured objects. The class is divided into two teams. When students are not looking, the teacher places the objects under a cloth on the table. When the cloth is lifted, students have fifteen seconds to study the objects before they are covered again.

Source: Coulombe

• LES FOOTBALLEURS (THE SOCCER PLAYERS)

Purpose: To afford practice in using numbers in the foreign language

Level: All

Play: An announcer and a scorekeeper are chosen, and the class is divided into two teams. Each student, except for the announcer and scorekeeper, secretly writes in large figures a number from 0 to 30 on a sheet of paper. The announcer calls on team members in turn. When a student's name is called, he or she flashes a number at the other team, who must identify it in 30 seconds.

Source: Clarke. (See this reference for complete game directions and suggestions for incorporating cultural material into the game.)

Recall of Word Families and Word Categories

Games in this section are designed to increase students' recall of related words and to enable them to handle the language with more facility. By developing a larger vocabulary through the building of word families and word categories, students will increase their expressive powers in the second language.

• LINGUA BANK

Purpose: To increase recall knowledge of vocabulary relating to products and purchases

Level: All

Materials: Board and playing pieces

Play: In this commercial board game, players visit 26 different stores. Players have cards depicting letters of the alphabet. As they enter each store, they must name a product beginning with one of the letters in their hand. Success is rewarded with Spanish currency. The player with the most pesetas wins.

Source: See Appendix B.

• LE JEU DES OPPOSES (THE OPPOSITES GAME)

Purpose: To build vocabulary using opposites

Level: All

Play: Two teams are formed. Each team selects a set of words from previous lessons, one for each member of the team. The teams compete to provide, within a time limit, opposites for the opposing team's words.

Source: Clarke. (See the teacher's edition for full directions for play.)

• CATCH AND SAY

Purpose: To build vocabulary using opposites

Level: E, JH

Play: The group forms a circle with the teacher in the middle. The teacher throws a ball to someone in the circle and says a word. The person to whom the ball is thrown must catch it and produce the opposite word.

Source: Mackey

• WORDS PER MINUTE

Purpose: To build vocabulary in the foreign language

Level: All

Play: The game can be played by individuals or in teams. The teacher gives a letter of the alphabet to the students. They then try to list as many words beginning with that letter as they can. Scoring is accomplished by disqualifying any misspelled words and eliminating any duplicated words. The student or team with the most words at the end of a time limit is the winner.

Variation: Students find as many words as possible ending with the given letter.

Source: Stroud

• GUESS IT

Purpose: To build vocabulary in the foreign language in various categories

Level: All

Play: A student chooses a category before the game begins. Categories may include such semantically related items as fruits, items of clothing, sports equipment, etc.; or the

categories may be syntactic--a certain category of adjectives, for example. Phonological or spelling patterns may also serve as the basis for categorizing words. For example, the objects named must all be nouns with more than one of a specific consonant, or words with a double vowel, etc. Without revealing what the category is, the student begins play with the sentence "When I go to Moscow (or any city in the target culture), I'm taking a ...." The object of the game is to guess the category that the leader has chosen and to indicate this by adding a word to the list from the same category. If a student succeeds in discovering the correct category, the new word is accepted by the leader. If the student has guessed the wrong category, the word is not accepted. There is no winner in this game, but play continues until everyone understands the process.

Source: Stroud

- LA TABLE SE MET (THE TABLE IS SET)

Purpose: To learn vocabulary associated with table settings

Level: E, JH

Preparation: Students have learned names of various elements of a table setting (napkins, plates, forks, etc.).

Play: Players sit in chairs in a circle, and one player, the "leader," is left standing in the center. Each player receives a card containing the name of an object that would be on a dinner table (or players are given a picture of the object, with no name). The leader says, "Où est le bol?" (Where is the bowl?), "Où est la serviette?" (Where is the napkin?), etc. When their object is called, students go to the center of the circle. When the leader chooses, he or she will call out, "La table se met!" (The table is set!), and everyone tries to find a chair. Whoever is left standing becomes the new leader.

Source: Boggs

- MY WORD

Purpose: To build vocabulary in the foreign language

Level: All

Play: Each team chooses a secret word. The number of letters is set in advance (first round, three letters; second round, four letters; third round, five letters). Teams can ask each other about the secret word only by giving another word. The answering team must tell how many letters the two words have in common. For each letter in common, five points are scored. If the letter is in the same location in both words, 20 points are scored. After five guesses by each side, the higher score wins. If the word is guessed, a 100-point bonus is added.

Source: Stroud

- J'AI FAIT MA VALISE (I PACKED MY SUITCASE)

Purpose: To build vocabulary in the foreign language

Level: All

Play: This is a chain game in which students add items, one by one, to a suitcase, remembering what classmates before them have already put into the valise. A student who forgets one of the items is "out." When there are three "outs," the game starts all over again.

Source: Clarke. (See this source for full directions and game suggestions.)

• WHAT'S IN THE SOUP?

Purpose: To enhance recall of food vocabulary

Level: All

Play: In this chain game, the group is to build up a cumulative recipe from a sentence such as "I put some chicken in the soup." Items are added one by one to the soup. The last in line has to repeat the whole recipe. This can also be played as a team game in which any learner who misses an item or gets it wrong loses a point for the team.

Source: Mackey

• CLASSIFICATIONS

Purpose: To build vocabulary in chosen categories

Level: All

Preparation: The teacher makes a list along the left-hand side of the board or a transparency of categories or classes, such as animals, verbs, things to eat, plastic objects, famous names, etc. Across the top of the board, the teacher writes a series of randomly chosen letters.

Play: The class supplies examples of each category that begin with the letter designated at the top of the column (e.g., for "A" under animals, the French class could produce "âne, agneau," etc.). Students can be given differential point values for the words they have come up with--the more unusual or novel the word, the higher the point value. With five classes of objects, a total of 150 points or so is excellent, but over 50 points is good. Highest total wins the game.

Source: Crawshaw

• TOUR GUIDE

Purpose: To increase command of vocabulary relating to the house

Level: All

Play: The class is divided into rows, each of which constitutes a team. A tour of an imaginary house is conducted. The teacher starts out by saying, "In the living room there is...," and each team is given a chance to name an item in that room. The first team unable to contribute an object gets a penalty point, and the tour moves on to the next room of the house. Tours of shopping centers, museums, cities, etc. can be used as well.

Source: Crawshaw

• DER STEIN (THE STONE)

Purpose: To build vocabulary in chosen categories

Level: All

Play: The class sits in a circle, and the leader puts a stone into the hand of one of the players. The leader then says, "Nenne sechs Vogel" (Name six birds). This player must start passing the stone around the circle and begin naming birds. He or she must

name six different birds by the time the stone goes completely around the circle and comes back to him or her. If players succeed, they score a point, and the play continues with a new player and new topic.

Source: Schmidt

• ES LEBT (IT LIVES)

Purpose: To increase command of vocabulary relating to living things

Level: All

Play: The object of this game is to see how many living things a person can name starting with each letter of the word "lebt." Students may use a dictionary, and proper names can be used. After a time limit has passed, the person with the longest list is the winner.

Source: Schmidt

KNOWLEDGE OF ISOLATED SYNTACTIC STRUCTURES

In the following games, students practice grammatical structures in order to perfect the form of their utterances. Emphasis is not on the message conveyed, although messages are conveyed, but rather upon the correctness of the speech and/or writing behavior. Games are used as a substitution for "drilling" of syntactic structures.

• WAS MACHT DER LÖWE?

Purpose: To practice question construction in German

Level: All

Materials: Four sets of cards, each containing 12 question and 12 answer cards in a single category--"wer," "wo," "was macht," "warum." Within each set, every answer makes a grammatical match with every question, but only one of the matches is logical.

Play: This game can be played in several ways--like Old Maid or Twenty Questions.

Source: See Appendix B.

• ES COSA DEL PASADO

Purpose: To practice the Spanish irregular preterits

Level: JH, HS, A

Materials: Playing board

Play: This game is similar to bingo, but the playing board is designed to be used for verb conjugation in Spanish.

Source: Abelson

• LA FAMILLE MOREL

Purpose: To practice in a meaningful way vocabulary and structures involved in describing family relationships

Level: All

Play: A family tree is depicted by cartoons in Clarke (see Appendix A). Students choose one person from the family tree and, by making up a sentence in the first person, show his relationship to two other members of the Morel family. One student begins the game by giving his sentence aloud. For example: "Je suis le frère de Jean Morel et le mari d'Huguette" (I am Jean Morel's brother and Huguette's husband). Then he asks another student, "Comment est-ce que je m'appelle?" (What's my name?) This student has 30 seconds in which to give the correct answer: "Tu t'appelles Robert Morel" (Your name is Robert Morel). If he answers correctly, he continues the game. If the correct answer is not given, another student may answer and continue the game.

Source: Clarke. (See this source for full directions and playing materials.)

• FAMILY TREE

Purpose: To practice the genitive endings in Russian as well as names of family members

Level: All

Preparation: A set of questions is prepared by the teacher, as in the example below.

Play: Students write the answers to questions like the following on a piece of paper. The student with the most correct answers is the winner.

Кто мать дяди вашего двоюродного брата?

(Who is your male cousin's uncle's mother?)

Кто жена отца матери вашей тёти?

(Who is your aunt's mother's father's wife?)

Кто единственный внук отца вашего дяди?

(Who is your uncle's father's only grandson?)

Кто сын племянника вашей матери?

(Who is your mother's nephew's son?)

Source: Stroud

• BASEBALL

Purpose: To review grammatical points

Level: JH, HS

Preparation: Questions sorted into four degrees of difficulty are created by the teacher to review a certain grammatical point. For example, to review the present tense of regular verbs, a question of the first level of difficulty may be to give the first-person singular form of the verb ____. The second level of difficulty may be to give all the singular forms of a verb. The third level could involve producing all singular and plural forms. The fourth level of difficulty might involve using a given form in an original sentence.

Play: The game is set up with the teacher as the "pitcher" and two teams. The teams arrange a batting order, and one of the teams is at bat. The first batter is given a question and the batter must reply. If the batter chooses not to answer, a strike is called, and another question is given. Three strikes make an "out." Students who answer the first-level question correctly go to first base, and for each succeeding level of difficulty, advance one base. Runs are scored as players cross "home plate."

Source: Stroud

- LE JEU DES POSSESSIPS (THE POSSESSIVES GAME)

Purpose: To practice asking questions and using possessive noun markers and the "de" phrase construction in French. (Can be adapted to practice formation of possessive constructions in any language.)

Level: All

Play: This game is played like Go Fish. [Objects are pictured on cards; students write their name at the bottom of their set of cards.] Players must ask for specific objects belonging to specific persons to collect sets of four.

Source: Coulombe. (See the teacher's edition for ditto masters of game cards and full directions for play.)

- THE "DE" PHRASE GAME

Purpose: To practice the possessive using the "de" construction in French

Level: All

Play: Students must use their imagination to play as well as their knowledge of vocabulary and grammar. The game consists of naming the contents of a "mystery" package by saying anything that comes to mind that uses a possessive construction (e.g., "It's Maryanne's notebook" or "It's the principal's false teeth"). As students volunteer an answer, the package is passed to them. When a given length of time has passed, the student holding the package wins.

Source: Coulombe

- LES SAINTS ET LES PECHEURS (SAINTS AND SINNERS)

Purpose: To practice the imperative form of the verb

Level: JH, HS, A

Play: The class is divided into two teams--one condones good actions, while the other prefers bad ones. Therefore, when the teacher asks, "Si je fumais une cigarette?" (What if I smoked a cigarette?), a saint must answer, "Ne fumez pas une cigarette!" (Don't smoke a cigarette!), while a sinner would have to answer, "Fumez une cigarette!" (Smoke a cigarette!). Students must understand the meaning of the sentence to decide how to react.

Source: Taylor

- QUESTION ET REPONSE

Purpose: To practice forming questions in French (or any other language by adaptation)

Level: JH, HS

Preparation: Students make up at least one question and an appropriate answer and write these on separate cards.

Play: Students are seated in a circle. Each one gives a question card to his neighbor on the right and its answer card to his neighbor on the left. Then one player puts the question he has received to the person opposite him in the circle, who answers with the

answer which has been given to him. The game can be quite amusing, since the answers to the questions are usually quite inappropriate.

Source: Boggs

- LA BOUTEILLE SAVANTE (THE ALL-KNOWING BOTTLE)

Purpose: To enhance skill in forming who questions in the target language

Level: E, JH

Preparation: Various means of forming questions in the target language have been studied.

Materials: A bottle

Play: The leader of the group stands in the middle of the room with an empty bottle; other class members are seated in a large circle around the bottle. Anyone is free to begin the game by asking a question of the bottle, such as "Qui est la plus jolie fille dans cette classe?" (Who's the prettiest girl in this class?). The leader then spins the bottle, and the answer to the question is obtained when the bottle comes to a stop and points to one of the students in the circle. The person thus indicated gets to ask the next question.

Source: Boggs

- LA PHRASE (THE SENTENCE)

Purpose: To provide practice in using specific vocabulary and grammatical structures in building sentences

Level: All

Play: The object is for each player in a group of three to six persons to choose a given number of playing pieces from a central pile and try to use as many of these pieces as possible to construct a sentence. (Playing pieces contain appropriate words.) Extra points can be obtained by using all playing pieces in one turn. The game proceeds much like Scrabble, but words, not letters, constitute the units of play.

Source: Coulombe. (See the teacher's edition for playing pieces and full directions.)

- EQUATIONS

Purpose: Students learn to manipulate numbers in the foreign language, using the correct syntactic structures for adding, subtracting, multiplying, and dividing.

Level: All

Preparation: The teacher prepares a deck of 76 playing cards by cutting 3" x 5" unruled cards in half. Four cards should be made for each of the numbers 1 through 10 and for each of the numbers 20, 30, 40, and so on, through 100. Each group of four students receives a set of 76 cards.

Play: Players try to form an equation by combining their cards appropriately and announcing the equation in French to the other three players. Time limits are given for each person's turn.

Source: Coulombe. (See the teacher's edition for more complete directions.)

• KEEP THEM GUESSING

Purpose: To encourage students to use language meaningfully when practicing question formation and other new structures

Level: All

Sample Games:

- TIME. A guessing game that would induce students to repeat time expressions under realistic conditions might proceed as follows. The teacher instructs one student to think of the hour at which he or she went to bed last night. The other students must guess the time.

- NUMBERS. A student is told to think of a number between 1 and 50, or 50 and 100. The other students attempt to guess the number. Other guessing games involving numbers might involve guessing the ages of other members of the class, the number of persons in the immediate families of other students, the number of beans in a glass jar, the number of games the football team might win or lose, and so forth.

- PRICES. Students are shown a number of objects and are asked to guess their price in the currency of the foreign country. To create a more realistic atmosphere, the prices can be printed on price tags that the teacher reveals as the price is guessed.

Source: Joiner. (Many other guessing games are suggested in this same article.)

• GEOLIER (WARDEN)

Purpose: To practice grammatical structures already studied

Level: All

Play: This game is similar to Hangman, but words, not letters, are used. The class is divided into two teams. Team A puts a sentence on the blackboard, leaving blanks for each word in the sentence except for proper names and nouns. Each blank is numbered. Proper names and nouns are written out, and the type of sentence (imperative, interrogative, or declarative) is indicated also. For example, if the sentence were "Donne le livre à ton père," Team A would write:

$$\underset{1}{___} \quad \underset{2}{___} \quad \text{livre} \quad \underset{3}{___} \quad \underset{4}{___} \quad \text{père.}$$

(phrase impérative)

The "warden" for Team A draws an empty box (cell) on the board. Members of Team B then take turns asking questions (in the target language) about the blank spaces, such as "Is number 3 'pour'?" or "Is the verb singular?" As in Hangman, the warden fills in the appropriate blank for each correct guess. Completed sentences are worth five points. For each wrong guess, the warden adds, in succession, the following to the "jail cell": a head, a body, two arms, two legs, and cell bars. When three bars have been drawn, Team B has been jailed. The unfinished sentence is disclosed, and Team B puts a new sentence on the board.

Source: Coulombe

• BRUNO

Purpose: To provide practice in using locative expressions and action verbs

Level: JH, HS

Play: The game involves answering questions that are posed on illustrated cards. For example, a card might illustrate Bruno lying under his bed, and the question printed at the bottom reads, "Où est Bruno?" (Where is Bruno?). Students who answer the question correctly select a "response" card that matches the question card, but that also has the correct answer printed at the bottom. When all cards have been paired, the game is over.

Source: Coulombe. (See games packet and teacher's edition for cards and complete directions.)

Additional Sources of Syntactic Structure Games

Buckby, Michael. Allez-y: Language Games.
Five packets of games are available to teach the following: present tense, perfect tense, imperfect tense, future tense, adjectives, adverbs, numerals. A teacher's book contains a description of each game and outlines the points of grammar treated. Available from Longman, 19 West 44th St., New York, NY 10036.

Cordon, W. Terrence. Teaching Direction and Motion through Chess. French Review 50 (Feb. 1977):417-20.
Describes the use of the pieces and movements of chess to teach French vocabulary of direction and motion.

Harvey, Maria L. One Egg Has the Subject, Another Has the Predicate: A Spanish (or English) Teaching Game. Elementary English 52 (April 1975):578-90.

Lamy, André and Heide Laitenberger. De certains jeux linguistiques. Français dans le monde 123 (Aug-Sept. 1976):8-13.
Proposes games which may be used to teach French phonology, morphology, and syntax.

Lee, W.R. Language Games for Adults. Zielsprache Englisch 4 (1974):1-4.
Various games are described for the teaching of English to adults. The language and learning games described focus on samples of language constructions such as verb clusters or question patterns.

Roussy de Sales, R. Jeux de grammaire. Chicago: National Textbook, 1975.

DEVELOPMENT OF COMMUNICATION SKILLS

The games in this section of the compilation are intended to encourage as much as possible the development of students' communicative skills. In the first section of this paper, *KNOWLEDGE OF SPECIFICS*, the games emphasized form over content; that is, they were designed to strengthen students' command of discrete linguistic features of the second language. In this section, games emphasize content over form; that is, they focus primarily on the meaning conveyed during the activity.

The subsections in this part of the compilation serve to arrange the games in a progression --from tasks requiring listening comprehension of very simple messages to those requiring much more complex communicative activity. The last few sections include those games that exploit to the fullest the communicative skills of the learner. For games where a mixture of listening and speaking skills is required, classification has been done on the basis of the main focus or most salient feature of the activity.

COMPREHENSION

In these games, comprehension is shown by giving the appropriate response to a spoken and/or written message.

Physical Response

In the following games, students show their comprehension of a message by responding physically to a spoken or written cue.

- MESSAGES SECRETS

  Purpose: To develop and/or test listening, speaking, reading, or writing abilities

  Level: All

  Materials: 600 cards, divided into three boxes of 200 cards each. Each box represents a different level of difficulty.

  Play: Each card contains a "secret message" that requires execution. One player performs the action, and other players must verbalize what they have seen.

  Source: Bienvenu. (The teacher's guide offers suggestions for the game and variations on the rules.)

- JACQUES DIT (SIMON SAYS)

  Purpose: To develop comprehension of commands in the foreign language

  Level: E, JH

  Play: This variation of Simon Says is played as its American counterpart, but all commands are given in the target language. Players perform actions dictated by the group leader, but only if the leader first says, "Jacques dit" (or a similar phrase in another language). If any student follows the order without first hearing "Jacques dit," or if the action performed is wrong, the player is out of the game. The last player standing wins.

  Source: Coulombe

• ADVERBS

Purpose: To enhance comprehension of adverbs in the foreign language

Level: E, JH

Play: The teacher writes an adverb, e.g., "lentement" (slowly) on a piece of paper and shows it to one student. The student then is designated as the "class slave," who will obey all commands, but only in the prescribed manner. The class must guess the adverb that the student has been given from the way he or she performs their commands. For example, if the class tells the "slave" to "open the door," he or she creeps over to the door and opens it in slow motion. The student who guesses the adverb correctly becomes the new slave.

Source: Crawshaw

• PIGEON VOLE (THE PIGEON FLIES)

Purpose: To afford practice in recognizing spoken vocabulary in the target language

Level: E, JH

Preparation: The names of a variety of familiar mammals and birds have been studied in the second language.

Play: The leader (or the teacher) makes statements to which the class must react or fail to react, much like in Simon Says. If the leader says, "Les pigeons volent" (Pigeons fly) or "Les corbeaux volent" (Crows fly), for example, students flap their arms as if they were birds flying. However, no one should flap his or her arms to a statement like "Les crayons volent" (Pencils fly) or "Les éléphants volent" (Elephants fly). Unwarranted arm-flapping means the student is out of the game.

Source: Boggs

• JEU DE PAUME ("POSES")

Purpose: To increase listening comprehension skills and skill in giving directions in the foreign language

Level: All

Preparation: Students are familiar with commands, names of parts of the body, and prepositions in the foreign language.

Play: The class is divided into two teams. Each team is then further subdivided into groups of three. Each group decides who will perform a given action, and which two students will give instructions to the "performer." The teacher then gives a card to each group. On the card is a sketch of a pose to be assumed by the performer, who may not see the card. The two "directors" in the group must look at the card and instruct the performer to move in such a way that he or she will assume the correct pose. Directors can give as many directions as necessary, but they may not touch the performer or demonstrate the pose.

Sample Card with Pose

The first team whose subgroups do all the poses successfully is the winner. A possible follow-up activity would be to have students title the poses.

Source: Dean, Gabbard, and Fettinger

Identification

Bingo-Like Games

Purpose: To show comprehension of a written or spoken stimulus by identifying a described object or word in the target language. For example, the name of a described object or the answer to a simple question is identified by placing a tab on the appropriate square on a card.

Level: All

Play: Bingo and lotto games lend themselves easily to a variety of language comprehension activities. Such stimuli as phrases, gestures, or situations can be supplied by the teacher. Students try to find corresponding words on their cards and cover the correct answer with a button or tab.

Sample Games:

- ALLEZ-OP! (ALLES VOLL! ECCOLO! ¡HELO AQUI!) Every player receives a card marked off into 16 squares. The leader asks a question. Each player who has the answer in one of the squares covers it. When students have covered four in a row, they shout, "Allez-Op!" Questions are related to the civilization and culture of the target country.

  Source: See Appendix B.

- VOICI (HERE IT IS). Cues are sentences that require completion; or synonyms, antonyms, etc. used in a sentence. Students place tokens on the key word on a bingo card.

  Source: Miller

- RIDDLES

  Purpose: To afford students practice in comprehension

  Level: All

  Play: The group leader gives a few facts in the FL about an object. For example, "It has hands, but no feet. It has a face, but no head." If the group cannot guess the object, the leader adds more clues. Learners can be encouraged to supply their own riddles for the game.

  Source: Mackey

- QUEL TEMPS FAIT-IL? (WHAT'S THE WEATHER LIKE?)

  Purpose: To afford practice in reading and comprehending weather reports in the foreign language

  Level: All

  Play: This team game is played using a weather report from a French (or other foreign language) newspaper. Team A asks Team B to find out either the maximum or minimum temperature reading (in Fahrenheit) for a city listed in the report. Team B must find

the Centigrade temperature reported, change it into Fahrenheit, and answer the question correctly within one minute.

Source: Clarke. (See this source for full game directions and sample materials.)

- C'EST LA BONNE DIRECTION? (IS THIS THE RIGHT WAY?)

Purpose: To increase familiarity with names of locations in the Paris metro system

Level: All

Play: To play this game, two teams are designated as "passengers." Using a detailed map of the Paris metro system on which the terminal points are clearly indicated, teams engage in a timed competition to name a terminus and identify the point at the other end of the line. Players failing to name the terminus at the other end within the time limit are asked to "get off." The team with more passengers left at the end of a round wins.

Source: Clarke. (See this source for full directions and sample maps.)

- L'HEURE (THE TIME)

Purpose: To increase listening comprehension skills for many elements in the listening passage, especially time expressions

Level: HS, A

Materials: A toy telephone can be used for this game.

Play: The teacher chooses a student who is told that he or she is eloping to Paris and must call Air France to find out when the planes are leaving. (The student must get to Paris by a designated time, which the teacher supplies in English.) The voice at the other end (the teacher's) speaks only French, and rattles off at top speed the hours of departure and arrival of flights to various points. When the student has heard the message, he says, "Merci" and hangs up. Then he goes to the board and writes down the departure time of the plane that will arrive in time for the wedding. Meanwhile, the rest of the class writes down the time they heard. Students can score points for having gotten the correct message. The game can be repeated, using bus and train schedules as well, with other students on the phone.

Source: Crawshaw

MEANINGFUL PRODUCTION

The following games involve production of an original and purposeful communication through synthesis of linguistic elements. The criterion is the communication of meaning. Accuracy of form is not of primary importance in these communicative games.

Forming Simple Messages

Games in this category require the learner to form an original message of one sentence in length, such as a simple question, statement, or other utterance containing one or two pieces of information.

Board Games

Purpose: These professionally prepared games are designed primarily to teach specific

vocabulary items in an amusing way. The vocabulary learning will occur at least at the recognition level, but may go beyond that if students are encouraged to ask questions and make statements using the newly acquired words during play.

Level: JH, HS, A

Sample Games:

- MILLE BORNES (1000 KILOMETER, 1000 HITOS, 1000 MIGLIA). This game is popular in France and has become an international favorite. Players race to complete a cross-country auto trip on which they win mileage points, overcome travel hazards, and deliberately block the progress of opponents. The game requires players to read directions in the target language on 112 cards. Simple conversation in the target language should be encouraged during play.

  Source: See Appendix B.

- ROUTES DE FRANCE. Similar to MILLE BORNES, this game is played by choosing a route between two cities and trying to cope with difficulties along the way. "Bon Voyage" cards help overcome driving hazards, "Danger" cards create delays, and "Secours" cards provide help. If the game is played totally in the target language, students will have the opportunity to practice new vocabulary in a simple communicative context.

  Source: See Appendix B.

- MONOPOLY. Two articles suggest ways to adapt this popular game for foreign language classrooms:

  1. Keller, Howard H. A Note on the Value of "Monopolija" in Stimulating Russian Classroom Conversation. Russian Language Journal 29, 104 (1975):1-3.
     A discussion of the advantages and ways of using Monopoly in Russian language conversation courses in American schools. Procedures for developing a Russian language version of the game are outlined.

  2. Pinton, Giorgio A. 1977. Monopoly Curriculum Guide. ED 149 622.
     A curriculum guide for using Monopoly to teach English as a second language. The unit is aimed at students capable of functioning at least at the intermediate level of English. The guide outlines the game's behavioral objectives and the criterion-referenced testing method to be used in connection with the game. Teachers of other languages can easily adapt the game and the learning activities to suit the needs of their own classes.

  Source: Monopoly is available in several languages from the commercial sources in Appendix B.

- JEU DE LA BOURSE (LA BOLSA). This game helps students develop a knowledge of the modern French financial world. Included are a playing board, financial documents (stocks, bonds, etc.), money, gold ingots, playing pieces, and dice. Detailed instructions are given in French. Also available in Spanish.

  Source: See Appendix B.

- THE GRAPEVINE (WHISPER DOWN THE LANE)

  Purpose: To construct original sentences in the foreign language

  Level: JH, HS, A

  Play: Students make up simple messages and "send" them down the row, each one whispering the message in turn into the next student's ear. At the end of the game, the message is examined to see if the last person in line received the same message as the one

originally sent. Students not only practice speaking and listening skills, but also have the opportunity to create their own original message as they play.

Source: Miller

Variation: Each student must change one word in the message and pass the new message on.

- REPONDRE A LA QUESTION (ANSWER THE QUESTION)

Purpose: To encourage the development of listening comprehension skills in the foreign language

Level: All

Preparation: The teacher prepares a set of questions, each one on a 3" x 5" card, and assigns each question a point value (5, 10, or 15 points, depending on difficulty).

Play: Students form two teams to answer the questions. One member of a team comes up to a box and picks a 5-point, 10-point or 15-point question that he or she directs to the other members of his or her team. If the team can answer the question, they are awarded the points. If they cannot answer the question, the opposing team has a chance to answer it and get the points. The team with the higher score at the end of play wins.

Source: Miller

- DECODING

Purpose: To encourage students to create original sentences in the foreign language

Level: JH, HS, A

Play: Students are given a code word and asked to "decode" it into an original message. For example, they are given the word "MOTHER" and told to make up a message that consists of words starting with the letters of the code word. A possible message for this word could be "Meeting on Thursday. Have everything ready." Students can create "coded" messages and exchange them with other students in pairs.

Source: Mackey

Variation: Small groups of students try to "crack" the code of any opposing team by suggesting a decoded message. The opposing team members indicate which, if any, of the words are right. The winning team "cracks" the opposing team's code first.

- QUESTION-AND-ANSWER GAME

Purpose: To encourage students to create original sentences in the foreign language

Level: All

Play: Students form two teams. The teacher calls out a word designating an object in a picture or a place on a wall map. Team A must form a question about that object or place and Team B must answer the question. Teams get points for their questions and answers.

Example: Teacher: (designates the pictured object "Tree")
Team A: Where is the tree?
Team B: It's next to the house.

If a map is used, the teacher might call out a place name; Team A must ask how to get there, while Team B gives directions.

Source: Mackey

• CHARADES

Purpose: To convey simple messages via gestures and nonverbal behavior in the foreign language and to verbalize these messages

Level: All

Play: Students form two teams. One member of Team A receives from the teacher a simple sentence describing an action that he or she is to perform, such as "Get undressed for bed." (Or teams can make up actions for their opponents to mime.) The student must mime this action for members of his or her team. When Team A identifies correctly the action in the target language, Team B gets a chance to mime another action. Players are timed, and the team with less time accumulated by the end of play wins.

Source: Mackey

• QUI EST-CE? (WHO IS IT?)

Purpose: To create complete sentences in the foreign language

Level: All

Play: Students complete a set of sentences about themselves any way they choose and commit them to memory. Teams of four are formed; each team is then given about five minutes to exchange this information with the other members of their team, without taking notes. At the end of this time, each team is assigned an opposing team. The members of one team question the other group about their members. A point is scored for each correct answer, and the team with the most points wins.

Source: Coulombe. (See this source for sample sentences and detailed playing instructions.)

• FESTIVAL DU FILM (FILM FESTIVAL)

Purpose: To encourage students to produce complete sentences in the foreign language

Level: JH, HS, A

Play: The teacher gives each team a different plot opening (one or two sentences) and several questions about plot developments. The class is divided into "production" teams, each one with a leader or "director." The directors distribute the questions--keeping one for themselves--and give the other team members a synopsis of the plot opening in their own words. Without consulting the others, each person formulates an answer to the question he or she received. The director then presents the plot opening to the whole class and asks his or her team members to answer the questions in turn. Because none of the team members have consulted each other, the resulting plot should be quite disjointed. The team with the funniest "film" wins.

Source: Clarke. (See this source for sample plots and questions.)

Other Simple Production Games

Apelt, Walter and Richard Bunselmeyer. Sprachspiele im Englischunterricht. Fremdsprachenunterricht 19, 1 (1975):26-30.

Rules are presented for the planning and acting out of "speaking games." The design and function of speaking games are also discussed, using five sample games.

Cooper, Thomas. A German Map Game. American Foreign Language Teacher 4 (Summer 1974): 3-4, 33.

Describes in detail a board game developed for German students with a view to encouraging freer speech in a structured language learning environment. A bibliography is included.

Rees, A.L.W. Games and Question-Practice. English Language Teaching 29 (Jan. 1975): 135-43.

Forming Extended Messages

Games of this sort include group compositions and stories. Groups can compete for the best story, dialogue, etc.

• HISTOIRE AMBULANTE

Purpose: To encourage creation of group stories

Level: JH, HS, A

Play: Students are asked to supply the teacher with a small cast of characters (real or imaginary) and/or a few objects of their choosing (e.g., a submarine, a magic wand, a haunted house). The suggestions are put on the board. The teacher or a volunteer starts the story, using a character or object (or both) from the list on the board. The story is then passed on to the next person, who carries the tale a stage further, introducing another object from the board. When students finish their contribution, they may select the next narrator. The humor of the tale lies in its irrelevance, but its value lies in encouraging spoken French.

Source: Crawshaw

• CHITCHAT

Purpose: To encourage students to create original dialogues in the foreign language and to listen carefully to each other

Level: JH, HS, A

Play: The class forms any number of teams, each composed of two or three students. The teacher whispers a secret word to one team. After taking a minute or two to confer, these students must present a dialogue in the target language in which one of them uses the secret word. Other members of the class guess until they identify correctly the secret word. Then the teacher whispers another secret word to the next team, etc., until each team has had a turn. Teams receive one point for each wrong guess by a classmate, and the team with the highest score wins.

Source: Bond

• STORY CIRCLE

Purpose: To encourage creation of original group stories

Level: JH, HS, A

Materials: Slips of paper, each containing one word

Play: The teacher may participate with the class in this non-competitive game. Students are divided into groups of six to ten, seated in circles. The teacher distributes three words to each student. Students begin telling a story in the target language. When they have used one of their three words, they stop at the end of that sentence. The student on their left continues the same story, following the same procedure, and so on around the circle. On the second time around the circle, students use another of their words. On the third circuit (which usually takes longer), the students work their remaining word into the story.

Source: Bond

• UNE GUIRLANDE (A GARLAND)

Purpose: To create an original group story

Level: JH, HS, A

Play: The teacher begins with a sentence like "Au Canada il y a une ville" (In Canada there is a city). The first student must follow with another sentence which is more specific than the preceding one, such as "Dans cette ville il y a une rue" (In this city there is a street). The next student might add "Dans cette rue il y a une maison" (On this street there is a house). "Devant cette maison il y a un jardin" (In front of this house there is a garden). "Près de ce jardin il y a une grange" (Near this garden there is a barn). "Sur cette grange il y a un oiseau" (On this barn there is a bird), and so on. Anyone failing to supply a speedy addition is out of the game.

Source: Crawshaw

• WORD CARDS

Purpose: To use recently acquired vocabulary in an original group story

Level: JH, HS, A

Materials: On each side of 3" x 5" cards, the teacher writes a word in large letters, using recently acquired vocabulary. (Each student will have one card with two words.)

Play: Each student receives one card. A referee is chosen who will judge the group stories at the end of play. Each row in the classroom becomes a team and must work together. The first student in each row makes a sentence using one or both of his or her words and then shows the word to the class. The other team members must each make a sentence that includes one or both of their words and that is related by topic or narrative to that of the team leader. When a story has been generated by each row, the referee chooses the best one. (Criteria for the "best" story should perhaps be established beforehand by the class.)

Source: Crawshaw

• DER SCHNURBALL (THE BALL OF STRING)

Purpose: To create an original group story

Level: JH, HS, A

Materials: A ball of string, marked off at different segments or lengths (different colored string tied together in varying lengths could also be used)

Play: Students start by telling a story in the foreign language as they slowly unwind the ball of string. When a student comes to the end of a segment of string, he or she hands the ball of string to someone else who must continue the story, slowly unwinding

the second segment. The game continues until everyone has contributed to the story or until the ball of string is fully unwound.

Source: Schmidt

• GESCHICHTE AUS DEM SACK (STORY OUT OF A SACK)

Purpose: To create an original group story

Level: JH, HS, A

Materials: A bag or container and miscellaneous items

Play: This game builds a story around specific objects. A student begins by drawing an object from a bag filled with various items and creates a story around it. Then the student passes the sack to someone else in the class, who draws another object out of it and continues the story by incorporating the new object into the ongoing plot.

Source: Schmidt

Synthesis of Multiple Messages

In these activities, students synthesize various clues in the foreign language for the purpose of forming hypotheses in problem-solving activities. In the games included in this section, learners provide and synthesize multiple clues in their effort to solve a problem.

• MAIGRET AND THE EYEWITNESS

Purpose: To encourage production and comprehension of descriptions given in the foreign language

Level: JH, HS, A

Play: In this game, students imagine that a crime has been committed. For example, the "Mona Lisa" has disappeared from the Louvre, and a passerby saw someone leave the museum with a large, mysterious package. This witness has been called in by police inspector Maigret. A pair of students play the roles of Maigret and the eyewitness. Maigret asks the witness to describe the suspect. The eyewitness then carefully describes one of the students in the class. (Teachers should encourage students to be careful in describing other classmates so that no one's feelings get hurt! One possibility would be to ask students to describe themselves as fully as possible on a 3" x 5" card. The eyewitness then uses these descriptive items during play.) Maigret decides which student fits the description given by the eyewitness and announces "___ est le voleur!" (___ is the thief!). If Maigret is wrong, he is demoted, and any amateur detective in the class may volunteer to solve the mystery. The game continues with other students in the roles of Maigret and the eyewitness.

Source: Clarke

• ESPIONAGE

Purpose: To encourage production and comprehension of foreign language vocabulary in order to solve a problem

Level: HS, A

Materials: A number of small slips of paper, each containing a "secret" word that is to be guessed during play

Preparation: Before the game begins, team members meet and decide on three code words or expressions that will be useful to them in conveying information about secret words during play. For example, one team may agree to use, as one part of its code, the Russian expression "kak skuchno" (how boring) to indicate that the word to be guessed is opposite in meaning to some word they are using. If the secret word were "zharko" (hot), Player 1 could say, "Kak skuchno. Mne zdes' kholodno" (How boring! I'm cold here). His or her team members would then know that the secret word is most likely "zharko," which is the opposite of "kholodno" (cold).

Play: Teams of five or six players each are formed. Each team sits in a row, facing an opposing team. The teacher distributes a different secret word to each player. The object of the game is for every player on the team to convey his or her secret word to the others successfully without using the word itself. Anyone on any team can make a guess. If the player's own team guesses the word, the team scores a point, and it's their turn to convey another secret word. If the opposite team guesses the word, they get the point, and one of their players has to convey a new secret word. Each correct guess scores one point for a team. The first team to earn a predetermined number of points wins the game. Note: If the game is being played for the first time, teams should be allowed one opportunity during the game to revise their code.

Source: Bond

• DETECTIVES

Purpose: To encourage students to formulate questions in the foreign language and synthesize the answers in order to solve a problem

Level: HS, A

Materials: Large, colorful magazine or catalogue pictures of "suspects" dressed in different kinds of clothing. Each picture is mounted separately on a piece of light-colored cardboard, and an imaginative name is printed below each figure. For example, a lady wearing a funny hat could be named "Gospozha Shliapochka" (Mrs. Sloppyhat).

Preparation: Before class, the cards are taped to a wall or blackboard where everyone can see them. There should be one more picture than there are students. The teacher also prepares small slips of paper, each containing the name of one of the "suspects," and places them in a box.

Play: Two teams of "detectives" are seated in rows. When the game begins, the teacher explains to the class that all the pleasant-looking people whose pictures they see are really suspected murderers, and that the students are to be detectives. Player Number 1 on Team A draws the "guilty" suspect's name from a box. Player 1 is now the only "witness" to the crime. Members of Team B (the detectives) take turns asking the witness a question in the target language, which may only be answered by "yes" or "no" (Is the murderer a woman? Is she wearing something yellow? Is she wearing a hat?). Witnesses must answer truthfully. When detectives think they know the identity of the murderer, they may make an accusation. If they are right, it becomes their team's turn. Player 1 of Team B then draws a name and the game continues, with Team A acting as detectives. If the accuser is wrong, however, Team B continues questioning the witness until someone guesses correctly. The pictures of correctly identified suspects are removed from the display. The game continues until everyone on each team has had a chance to be a witness, and only one picture remains. A team is assessed one point for each question and two points for false accusations. The team with the lower score wins.

Source: Bond

• REGARDEZ BIEN! (TAKE A GOOD LOOK!)

Purpose: To encourage students to ask and answer questions in the foreign language in order to solve a problem

Level: All

Play: A student is asked to take a look around the class and take note of where everything is, because on his or her return, some changes will have been made. The student then leaves the room for about three minutes while the class and teacher rearrange five objects. (One might put the student's book in the wastebasket, a ruler in the flower vase, an extra desk in one row, change the date on the board, the time on the clock, etc.) When the student returns, he or she must get confirmation of at least three changes from individuals in the class: "A-t-on changé l'heure?" (Did someone change the time?); "Est-ce qu'il y a une règle dans le vase?" (Is there a ruler in the vase?). If the student observes three changes correctly, the class may reveal the others.

Source: Crawshaw

• TEMOIN (WITNESS)

Purpose: To give students opportunities to describe situations and ask questions in the foreign language

Level: JH, HS, A

Play: The teacher writes out a series of instructions detailing actions that one or more students are to perform; familiar verbs are used in the past tense. One student is chosen to leave the room. In the meantime, another student acts out the instructions under the careful scrutiny of the entire class. When the pantomime is over, the first student is called back into the room and, one at a time, calls on a total of three people to relate what happened. The student may ask more than one question of each witness. On the basis of the three testimonies, the student must then try to reconstruct the events that occurred in his or her absence.

Source: Coulombe

• TWENTY QUESTIONS

Purpose: To encourage production of original questions and synthesis of answers in order to solve a problem in the foreign language

Level: HS, A

Play: This well-known game can be played in a number of ways. (1) Someone is asked to write the name of a familiar object on a piece of paper, which is then placed face down on the table. The others take turns in asking questions about the object or in guessing what it is. A maximum of 20 yes/no questions is allowed. The person who guesses correctly may pick the new word and answer the questions about it. This game can also be played as a team game: one team writes a word on a card; the other team must guess the word in no more than 20 questions. (2) Famous people or class members can also be identified by means of this format. (3) One student leaves the room while the others agree on an object in the room to be guessed. The student returns and is allowed 20 questions to guess the object.

• WHAT'S MY LINE?

Purpose: To encourage production of original questions and synthesis of answers in order to solve a problem in the foreign language

Level: HS, A

Play: One team tries to guess someone's trade or profession by a series of questions which narrow the possibilities. Learners may assume trades and professions for the purpose of the game or they may be assigned them by drawing cards on which a profession

has been designated. This latter procedure can be especially amusing when a student chooses an unlikely trade.

- YOU ASKED FOR IT

Purpose: To use the foreign language to collect clues to the identity of a "mystery" person via questioning strategies. Students must synthesize the information in order to solve the problem.

Level: HS, A

Preparation: Students have learned how to formulate questions in the target language.

Materials: Slips of paper containing a number and a question written in English

Play: Each student draws one of the slips described above. Questions are formulated to determine facts about a person's identity, e.g., "Where do you live?" "How old are you?" "Are you married?" "What century did you live in?" Students are given a few minutes to prepare their question in the target language. They are also encouraged to prepare additional questions relating to the one they were given. For example, a student who chooses the question "Are you married?" might also ask, "When were you married?" or "Do you have children?" The teacher assumes the identity of a well-known person and calls on the students by number to ask their questions. The students take notes on the answers and try to guess the identity of the mystery personality. Students who make a wrong guess drop out of the game. A point is scored for each additional question asked, and ten points are earned for guessing the identity correctly. Play can continue by having the teacher assume a new identity. The winner is the person with the most points at the end of play.

Variations:

- Split Personality. The teacher assumes two or more personalities while answering the questions. For each identity, the teacher changes his or her voice slightly. The students try to identify each of these multiple personalities. Ten points are earned for each personality recognized, and one point is awarded for each additional question formulated.

- Liar: The class is divided into two groups. Each group, conferring secretly among themselves, agrees on an identity to be assumed, and also chooses a "liar." Teams take turns asking questions of members of the opposing group. The liar's task is to lie consistently when asked a question. No question may be asked of a team more than once. The group that discovers the secret identity chosen by the other team and the identity of the liar wins.

Source: Hierlmeier and Kirkham

- CELEBRITY TALK SHOW

Purpose: To create and comprehend original questions and answers in the foreign language

Level: HS, A

Play: Students write on a slip of paper the name of a "celebrity" about whom they know enough to assume that identity in a role play. The celebrity may be a figure from history, television, fiction, movies, government, comic books, sports or folklore (for example, Winnie the Pooh, Superman, Olga Korbut, Ivan the Terrible, the Easter Bunny). The slips of paper are collected by the teacher and placed in a box. Students then write three questions that could be used in interviewing a celebrity (What is your favorite movie? What was your most embarrassing moment? What do you do for a living?). The teacher then selects a volunteer to be the talk show host.

The host draws three names from the box, and introduces these "guests" to the "audience." The appropriate students come forward and take their places. The host then asks each guest three questions, and the guests must respond in character. Then a new host is selected, three new guests are chosen, and the sequence is repeated until everyone has been interviewed. Much of the humor results from the fact that classmates write the interview questions before knowing which celebrity will be answering them.

Variations: Students write on a slip of paper their own name and the name of a celebrity they have chosen to imitate. The game proceeds as above, except that the host invites the student to the front without using the celebrity name, and the class tries to guess the identity of the celebrity from the answers to the host's questions.

The teacher or students select a familiar movie, book, story, TV series, or historical event. Volunteers are chosen to portray characters associated with the story or event. A student host then introduces the guests to the class for impromptu questioning about their role in the event. For example, if the guests are the Karamazov brothers, students might ask them about their involvement in their father's murder.

Source: Bond

- LA MAISON (THE HOUSE)

Purpose: To encourage accuracy in obtaining and giving information

Level: All

Play: Each player draws lines on a blank sheet of paper, dividing it into four boxes. One student (or the teacher) begins by describing his or her house to the other players, who must draw a house in the first box to match this description. One by one, three more people describe a house that the other players are to draw in the appropriate box. Each person who described a house then draws it on the board. Students get points for each part of the drawing that they got right. The winner is the student with the highest total of points for all four houses.

Source: Coulombe

- LE JEU DU SECRET (THE SECRET GAME)

Purpose: To encourage meaningful use of the foreign language to give and obtain information

Level: All

Play: One student whispers a secret to another. The others in the group must ask questions of the person who was told the secret until they guess it. The person guessing the secret then gets to whisper a new secret.

Source: Burney and Damoiseau

- TIPOTER

Purpose: To encourage students to use the foreign language to obtain information to be used in solving a problem

Level: JH, HS, A

Play: One student thinks of an action he or she might perform. Other students try to guess the action by means of questions using the word "tipoter" instead of the verb. For example, a question could be "Does everyone know how to tipoter?" Whoever guesses the action gets to choose the next word.

Source: Burney and Damoiseau

• LES CHARADES

Purpose: To produce and/or synthesize multiple clues in the foreign language

Level: JH, HS, A

Play: French charades are played somewhat differently from their American counterpart. Each person chooses a word, which may or may not be a proper name. The person divides the word into syllables and gives a definition that corresponds to each syllable. The others must guess the word from putting the clues together.

Source: Clarke. (See this source for full directions, sample charades, and easy rules in French.)

• THE JIGSAW PUZZLE GAME

Purpose: To produce and synthesize multiple clues in the foreign language in order to solve a problem

Level: HS, A

Play: Each student in a small group is given a picture of an object that he or she must describe to the others without using the name of the object directly. The first letter of the name of each object is then recorded, and the combined letters spell out a group "word." For example, French students may be given the following objects to describe:

Student 1: Cahier (notebook)
Student 2: Robe (dress)
Student 3: Argent (money)
Student 4: Immeuble (apartment house)
Student 5: Ecole (school)

The group word formed from the first letter of each object would be "craie" (chalk) and the puzzle would thus be complete.

Variations: A variation of this game involves puzzle parts depicting objects that are part of a scene to be guessed (such as pieces of furniture in a room). Groups within the class might compete to complete the puzzle. Other variations include the use of multiple puzzles, culture capsule puzzles, and narrative puzzles.

Source: Omaggio

• PASSWORD RELAY

Purpose: To encourage students to produce and synthesize multiple clues in the foreign language in order to solve a problem

Level: JH, HS, A

Materials: A loudly ticking timer; folded slips of paper, each containing a recent vocabulary word; one dictionary or master vocabulary list for each team

Play: Teams of six to ten students are seated in circles. The teacher provides the captain of each team with an equal number of folded vocabulary slips. The captain of each team gives one team member a vocabulary slip. If the player does not know its meaning, he or she consults the dictionary. Player 1 then tries to communicate the word to Player 2 on his or her left, by means of a definition, synonym, antonym, description, or gesture. In response, Player 2 may say the correct word, or, if

unfamiliar with it, pass by saying "relay." If Player 2 passes, Player 1 tries to communicate the word to Player 3, and so forth around the circle. After someone identifies correctly Player 1's word, Player 2 continues the game as before. The other circles of students follow this same procedure concurrently. The game ends when time is up (10 or 20 minutes), or when one team has successfully guessed all its words. The team which has guessed the most words correctly during the game is the winner.

Source: Bond

BRAIN TEASERS

Purpose: To encourage students to synthesize clues from a complex message in the foreign language in order to solve a problem

Level: All

Play: Several ideas for Brain Teasers are provided in Crawshaw. An example in English is given below:

> It's George's birthday. He takes his uncle's gift to school--a five dollar bill. During recess, he loses his money and tells his teacher about his misfortune. His teacher asks, "Who found George's money?" Nobody answers, but Michael turns red. The teacher says, "Is it you, Michael?" "Well, uh, yes, sir," says Michael. "I found it on the ground and I put it in your book, sir, on your desk, between pages 27 and 28." "No, Michael, that's not true." How did the teacher know that Michael was lying? (Pages 27 and 28 are two sides of the same page.)

Source: Crawshaw

Other Sources of Problem-Solving Activities

Lee, William R. 1975. Communicating in English: The Value of Certain Language Games. ED 119 530.*
Four games that encourage real communication are described: guessing games, number games, games affording practice in syntax, and ALIBI. (Available on microfiche only.)

Loose, Gerhard. Fortsetzung und Ende: Vergnügliches Repetitorium der deutschen Literatur anhand von Zitaten. Unterrichtspraxis 8,2 (1975):93-96.
Thirty-five short passages are quoted from German literature. The game consists of: (1) finding names of significant authors hidden in the passages--these may appear as nouns or any other part of speech, and (2) identifying the source of the passages. Solutions are also given.

Social Interaction Games

The following games offer opportunities for spontaneous, interpersonal transactions on a large scale. These activities have the following attributes, suggested by Savignon in her paper entitled "Other Peoples' Languages: A Game Everyone Can Play":

1. They provide the fullest amount of emotional involvement possible. Each player has something clearly at stake.

2. They have a format that is simple enough to be understood by all, yet supple enough to allow for adaptations as needed to suit the players in terms of their age, number, degree of communicative competence, and so forth.

Documents identified by an ED number may be read on microfiche at an ERIC library collection or ordered from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210.

3. Success in playing the game depends not on any arbitrary criteria of linguistic accuracy, but on the ability to use the language to discuss, explore, deceive, explain, reveal, conceal, cajole, describe, enact...in sum, to engage in a whole range of authentic interpersonal transactions.

Harvey, in explaining how to conduct communication games in Standard Chinese: A Modular Approach (See Barale, Barry and Harvey, Appendix A), stresses the importance of preparing students for the activity in advance, briefing them about the conduct of the activity by running through a sample "round" of the game, managing the game during play, and debriefing students after play is completed. A good communication game, in Harvey's view, is characterized as follows:

1. It defines a limited situation that simulates real-world communicative encounters but is less complex. Learners have a set of facts and a problem to solve using these facts and others they can gather via questioning strategies. The game gives learners something to talk about and ensures that the topics of conversation are within the realm of their linguistic competence.

2. It provides choices within the structured situation. Learners must make these choices by working out for themselves a way in which to give and get appropriate information.

3. It starts from a division of information among the players--that is, each player knows only part of the total picture and must discover the rest of the essential facts from the others.

4. It requires an exchange of information in order to solve the problem of the game.

In short, the creation of a need to communicate as a result of the initial division of crucial facts, and the compiling of these facts through informative exchanges, characterize the real communication activity.

Sample Communication Games:

- BIOGRAPHICAL INFORMATION

Purpose: To encourage students to use the target language in order to solve a problem, which consists of (1) finding a regular pattern in a group of biographical facts provided them and (2) predicting the remaining facts using this pattern

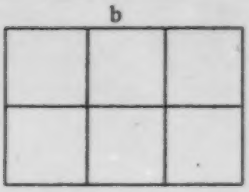
Level: HS, A

Preparation: The teacher prepares a set of worksheets (four per group of four players; see sample sheet below). At the top of each worksheet is a map showing three office buildings located across from three hotels. Each of the rectangles below the map is a simplified representation of the map locations, with each box standing for an office building or a hotel in the same relative position on the map, e.g., the upper left box is the U.S.I.A. building. The worksheet can consist of any number of columns of rectangles corresponding to the desired number of rounds of play. (In the sample below, only one round of play is represented on the worksheet.) The four rectangles labeled a, b, c, and d are used to record information about four persons (fictional) whom the players are supposed to know as friends. Each player receives a worksheet with the name of his or her friend at the bottom and one of the rectangles filled in as in the example. The other three rectangles are blank at the beginning of play.

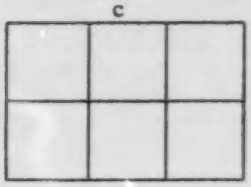
A desk (⊤⊤) in one of the boxes means that the person works in that office building.
A bed (⌐┤) in one of the lower boxes means that the person is staying in that hotel.
A circle (for a woman) or a triangle (for a man) indicates that the person is presently at the office or hotel corresponding to that box.

a

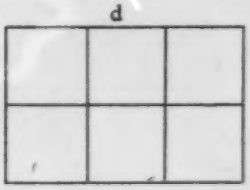
b



c



d



Wáng Dànián (a)

Play: Students mill around in groups of four, asking questions and recording the information they get from the others. The questions are designed to find out the name of each of the other players' friend, where he or she lives, where he or she works, and where the person is at the moment. Sample questions in Chinese are listed below:

Student 1: Tā zhùzai nǎli? (Where does he live?)
Student 2: Tā zhùzai Táiwān Dàfàndiàn. (He lives in the Taiwan Hotel.)

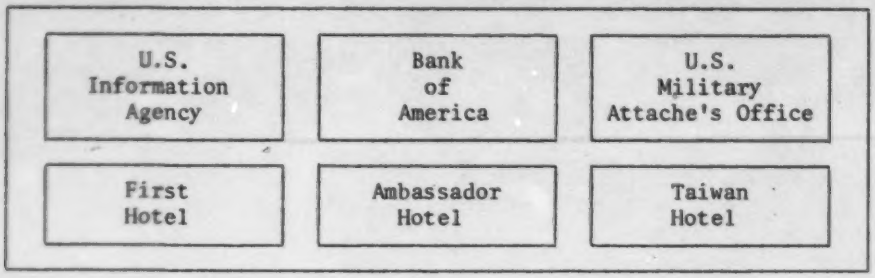
Student 1: Tā zhùzai neige fàndiàn? (Which hotel does he live in?)
Student 3: Tā zhùzai Táiwān Dàfàndiàn. (He lives in the Taiwan Hotel.)

As the students question each other, they fill in the blank rectangles with information about where the other people live, work, and are presently located. When they begin to see a pattern in the data, they change their strategy in the game from questioning to predicting:

Student 1: Tā zhùzai Táiwān Dàfàndiàn ba. (He must live in the Taiwan Hotel.)
Student 4: Shìde, tā zhùzai Táiwān Dàfàndiàn. (Yes, he does live in the Taiwan Hotel.)

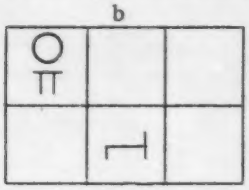
The game continues until all students have predicted all the remaining information.

The pattern in the example above is very simple: all the people in the group have friends who are living in the Taiwan Hotel. In the sample situation below, the pattern is slightly more complex: everyone lives at the Ambassador Hotel and is in his or her office at the moment.

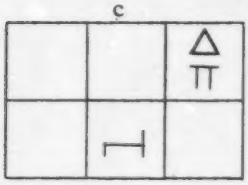


a

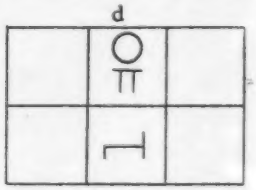
b



c



d



The teacher can create as many patterns as desired, using one pattern for each round of play.

Source: Barale, Barry and Harvey

- GUESS WHO'S COMING TO DINNER?

Purpose: To encourage students to use the target language in order to solve a problem, which consists of (1) finding a dinner partner who has ordered exactly those foods and beverages designated on a playing card and (2) conveying to the other students information about one's own dinner menu, also designated on the same card.

Level: HS, A

Preparation: The teacher prepares playing cards, one for each student in the class. On each playing card, a dinner menu listing foods and beverages ordered by the player is outlined on the left-hand side and a corresponding dinner menu ordered by the player's "mystery" dinner companion is given on the right-hand side. For each playing card, a matching card listing the dinner menus in reverse order is needed. (See sample playing cards below.)

CARD 1	
You	Your partner
roast beef	fish
red wine	white wine
peas	green beans
baked potato	rolls
coffee	coffee
apple pie	chocolate cake

CARD 2	
You	Your partner
fish	roast beef
white wine	red wine
green beans	peas
rolls	baked potato
coffee	coffee
chocolate cake	apple pie

Foods can be given on the cards in the native language or in the target language. If foods are given in the native language, players need to recall the appropriate vocabulary in the target language before beginning play.

Play: The object of the game is to find out from others in the class what they are having for dinner so that each player can locate his or her mystery dinner companion. Students identify their dinner partner through questioning each other about the foods and drinks they have ordered. Menus should not be too dissimilar; otherwise it becomes too simple to find one's partner. The game ends when all dinner parties have been successfully paired off.

Source: Omaggio

• IDENTITE

Purpose: To encourage students to use the foreign language in order to identify a mystery personality

Level: HS, A

Preparation: On cards, the teacher describes in familiar vocabulary four or five persons. For instance:

> Monsieur Lebrun est un professeur français. Il habite à Cannes. Son appartement est au premier étage. Il a cinq enfants.
>
> (Mr. Lebrun is a French teacher. He lives in Cannes. His apartment is on the second floor. He has five children.)

The same amount of information should be provided for each person, but the type of information may be varied to elicit different types of questions.

Play: Four or five students are each given a description of a different secret identity. The rest of the class is divided into as many groups as there are mystery persons. Each group tries to find out as much as possible about the secret identities by interviewing all the mystery persons for a limited period of time. All information is recorded. When all the groups have interviewed all the mystery persons, the game is over. One point is awarded for each fact discovered about each individual. The group with the highest number of points wins the game.

Source: Coulombe

• TRUTH OR LIE?

Purpose: To use the foreign language to relate an original story and to comprehend the stories of others

Level: HS, A

Preparation: As homework, each student has prepared a two-minute anecdote about himself or herself (in the target language), which is either the absolute truth or a total fabrication.

Materials: Two 5" x 8" cards per student, with "LIE" printed in large letters on one, and "TRUTH" on the other; a large envelope

Play: Players begin by placing in a large envelope the card indicating whether their anecdote is the truth or a lie. They then relate the anecdote, and the class is permitted to ask them three questions about it. The class members vote on whether the players have told the truth or a lie by displaying the appropriate card. The players then reveal the correct answer, often to the amazement of the rest of the class. For each incorrect vote by a classmate, players receive one point. The student with the highest score is the winner.

This game often has surprising results. The students sometimes speak in the target language much longer than the suggested two minutes; in an effort to trick their classmates, they may resort to elaborate detail. Students frequently learn new and unexpected things about each other during this game.

Source: Bond

• UNE MISSION IMPOSSIBLE (MISSION IMPOSSIBLE)

Purpose: To encourage students to use the foreign language effectively to discover a "secret mission"

Level: HS, A

Play: This game proceeds in a manner similar to SECRET IDENTITY. A team of four or five "special agents" is selected, and they leave the room to be assigned their "secret mission." They should rehearse among themselves until everyone understands. The agents then return to the class, which has been divided into small groups, one group per agent. Each small group then sets out to discover the mission from one of the agents. The first group to discover the mission wins. Missions should be silly and really impossible, or students should make up their own missions.

Source: Coulombe. (See this reference for sample missions.)

• L'AVENUE VINCENT AURIOL

Purpose: To use the foreign language in order to reconstruct a map of a typical Paris street

Level: HS, A

Materials: Players get a street map indicating store numbers and locations, and a card which determines their identity in the game. A typical card contains the following information:

	Mme Dubois (1)	épicière, numéro 21
(2)	• Je travaille entre un immeuble et un garage.	
(3)	• Il y a une boulangerie en face de chez moi.	

(1) (grocer)
(2) (I work between an apartment house and a garage.)
(3) (There is a bakery across from me.)

Play: The information appearing in the box is confidential. It allows the player who holds the card to locate himself or herself on the map. Players ask each other questions designed to elicit the information that is not in the box. If the information asked for is confidential or does not appear on the card, the player will answer, "Je ne sais pas" (I don't know). Students try to fill in all the slots on their maps by asking each other questions.

Source: Coulombe. (See Coulombe for full game directions and playing packet.)

• MAIS VOUS ETES MA FEMME! (BUT YOU'RE MY WIFE!)

Purpose: To use the foreign language to reunite a fictitious family

Level: HS, A

Play: This game is inspired by the scene from La cantatrice chauve (The Bald Soprano), by Eugene Ionesco, in which a man and a woman compare a long series of "coincidences" in their lives only to conclude at last that they must be husband and wife. In MAIS VOUS ETES MA FEMME! players set out to discover--by questioning others in the room--not only husbands and wives, but sisters, fathers, grandfathers, and other relatives as well. The first family to be completely reunited wins the game.

Source: Coulombe. (See this source for full game directions and playing pieces.)

• AU SECOURS! (HELP!)

Purpose: To use the foreign language to solve a problem

Level: All

Preparation: Students are familiar with the names of various professions and the vocabulary relating to these professions; they have also learned to formulate questions in the target language.

Materials: Two sets of cards. Set 1 bears the names of professions. Set 2 states problems that can be solved by a professional. (See sample problems and professions below.)

Play: Each student chooses a card from each set. Students mill around the room, trying to locate the "professional" who can help them. They may describe their problem to someone else and ask questions of others in the room. The only question not permitted is "What is your profession?" As students look for the professional who can help them with their problem, someone else is searching for them. The game ends when five students have found the appropriate professional.

Follow-up activities: The five students relate their problem to the class and name the professional who offered a solution. The other students also describe their problem to the class, and the appropriate "professionals" identify themselves.

Follow-up for advanced levels: Two teams are formed. Each team selects one "volunteer" to represent them. Volunteers are briefed for three minutes by team members, who refresh their memory about the problems solved in the game above. The two volunteers then pretend they are friends who meet each other on the way to the market. They stop to give each other the local gossip, which consists of relating the problems in the game just played and how they were solved. Teachers award one point for each problem and each solution remembered. The team whose volunteer accumulates more points wins.

Sample professions and problems:

Surgeon. You hate your nose and want it fixed (beginning level). You have the world's biggest corn and want it removed immediately (advanced level).

Fireman. Your cat is in a tree and refuses to come down (beginning level). There's a fire in the neighbor's attic and it's threatening to spread to your roof (advanced level).

Mechanic. Your car ran out of gas (beginning level). It's pouring rain and your windshield wipers won't work (advanced level).

Tailor/Seamstress. Your new dress is too long (beginning level). Your suit is too tight at the waist (advanced level).

Dentist. You just broke a tooth (beginning level). You just ate some caramels and something felt terrible when you took the last bite (advanced level).

Source: Golich, Karnstedt, Renaud, and Siders

Simulations

Purpose: These role-playing activities use props and realia from the foreign culture to help students practice language in context; since we all assume roles in every social encounter, assuming roles for the purpose of exchanging dialogue can approximate very closely the demands of "real-life" situations.

Level: JH, HS, A

Sample Activities:

- RESTAURANT. One very popular role-playing activity for foreign language classes is the simulation of a restaurant scene: one student assumes the role of a waiter and takes "orders" from other students in a small group. To make the activity more realistic, menus (real or simulated) can be distributed, tables can be set, and actual food can be brought in for the class.

- ALIBIS. Another popular role-play game involves forming "alibis" for a simulated crime. Students select a judge, two lawyers, two defendants, and a jury. A "crime" is chosen for which two defendants are to be tried. The two defendants are sent outside to plan their alibis for the day of the crime. The class makes up questions to give to the lawyers. Defendants are brought in one at a time and questioned. If the stories coincide completely, they are declared "not guilty." If the stories contradict one another, the defendants are declared "guilty."

- THE INFORMATION DESK. The class collects all sorts of timetables, programs, posters, printed invitations, maps, letters, notices, and lists of rules and regulations. Some of them are posted in a corner of the room and the rest of the material placed on a table. This table is the information desk. One student acts as information clerk. Learners take turns asking for information. For example:

  When's the next bus to X, please?
  What's on at the Capitol Theater?
  What time does it begin?

Instead of going to the information desk, learners can phone (with a toy telephone). For example:

Hello. Is this the information desk?
Is there a letter for me? My name is _____.

Before setting up the information desk, it is a good idea to familiarize the class with the type of information available and with possible question formats.

Source: Mackey

- LA SOCIETE DE CONSOMMATION. This complex and interesting simulation of a department store scene is described in full detail in Coulombe. See this text for game directions and suggested variations.

Other Sources of Simulation Activities

Brossard, Gabriel. Exemple de simulation. Français dans le monde 123 (1976):31-34.
Describes a technique to be used in the French language class, which simulates an attempt to fill a position in the socio-educational field.

Carton, Dana. Academic Report: Enlivening the Adult Education Foreign Language Conversation Course. Modern Language Journal 58, 7 (1974):343-45.
Explains how to simulate dinner at a foreign restaurant in order to aid language learning in adult education classes.

_____. Learning by Doing: A Practical Foreign Language Classroom Experience. Modern Language Journal 59, 3 (1975):97-100.
A shopping exercise for the foreign language classroom is described. In this exercise, students contribute unused items, "money" is provided, and the students then set up stores and buy and sell the items.

_____. Introducing a Real-Life Situation into the Foreign Language Classroom. Modern Language Journal 61, 1-2 (1977):13-16.
Outlines a "post office" lesson used in foreign language teaching. Students write postcards to each other, and class conversation becomes a realistic exercise in asking directions to the post office, price of postage, methods of mailing, etc.

Mandelson, Leonore R. Simulation Works in the Spanish Class. Hispania 60, 1 (1977): 108-10.
A simulation game for a Spanish classroom provides each team with a fictitious profile of a Spanish-speaking person. Students make decisions for the characters regarding school, career, leisure activities, and family. Slides and films on Spanish-Americans are shown.

McMillan, Nancy and Susan W. Madaras. 1974. Games for the Foreign Language Classroom. New York: ACTFL. ED 130 515.
Two marketing games are described, "Le Marché Français" and "El Mercado." Both are patterned after "Market: A Simulation Game." The original game has been simplified for middle school students and employs the target languages and bargaining customs as much as possible.

Nebraska State Department of Education, Division of Instructional Services. 1972. Simulations in Foreign Languages. ED 132 853.
The purpose of this publication is to define minimal competencies for foreign language classes. The simulations are stated in terms of practical communication performance objectives. The units for French, German, and Spanish include the following areas: greetings and farewells; introductions; numbers, dates and time; weather; communication via telephone and correspondence; shopping; mealtime; daily living; dating; and leisure activities/sports. The Latin unit includes travel; time, dates and numbers; correspondence; shopping; and chariot racing. For each area, performance objectives, sample activities, and sample items are given.

Villani, Sergio. Communication in an Experimental Foreign-Language Class. Canadian Modern Language Review 33, 3 (1977):373-78.

An experimental "oral survival" French course is described. Role playing, discussions of reading assignments, a taped mystery thriller, and educational games were used to encourage students to lose their inhibitions about speaking French. Testing showed students' French-speaking ability to be much improved.

Zelson, Sidney N.J. Skill-Using Activities in the Foreign Language Classroom. American Foreign Language Teacher 4, 3 (1974):33-35.

Describes ways in which language students can use their acquired skills in a variety of contexts beyond those provided by textbooks. The following are examples of the twenty-nine role-play situations described in the article:

> Apologize to a very casual acquaintance for having spilled coffee on his (her) suit. He is really quite unhappy about it and wants some money right now so that he can take it to the cleaners, but you don't have the money and want to pay him when he actually has it cleaned. He wants it now.
>
> You inform the waiter that you were charged for six rolls but you ate only four. The waiter insists that there were six when he brought the plate over to your table. Defend yourself and your wallet.

APPENDIX A

SOURCES CITED IN THE TEXT

Abelson, R. 7730 Cornell, St. Louis, MO 63130.

Barale, Lucille A., Roberta S. Barry and John T. Harvey. Standard Chinese: A Modular Approach. Washington, DC: Foreign Service Institute [Chinese Core Curriculum Project Board]. To appear in 1979.

The 50 communication activities and games in this text were designed by John T. Harvey. They consist of several main game types, with variations on format and theme to suit the goals of the communication activity. Extensive directions for how to conduct a successful communication game are included in Module 1: Orientation.

Bienvenu, Francine. 1975. Messages secrets. Montreal: Librairie Beauchemin. (Order from André Paquette Associates, P.O. Box 186, Lakeport, NH 03246.)

Bloom, Benjamin S. 1956. Taxonomy of Educational Objectives: Cognitive Domain. New York: David McKay Company.

Boggs, Wilma. James A. Cawood High School, Harlan, KY 40831.

Bond, Carol A. 1976. Verbal Interaction Games. In Strategies for Teaching and Testing Communicative Competence in Russian, Rasio Dunatov, ed. Russian and East European Center, University of Illinois at Urbana-Champaign. ED 149 598.

Burney, Pierre and Robert Damoiseau. 1969. La classe de conversation. Paris: Hachette.

Clarke, Katharine M. 1974. A la française. New York: Holt, Rinehart and Winston.

Coulombe, Roger et al. 1974. Voix et visages de la France. Chicago: Rand McNally. (Level 1: Teacher's Edition.)

Crawford, Jack. Language Games in the Yakima Valley. Final Report, 1969. ED 035 494.

Crawshaw, Bernard E. 1977. Let's Play Games in French. Chicago: National Textbook Company.

Dean, Betty, Edgewood High School, Ellettsville, Indiana; Debra Gabbard, Blackford High School, Hartford City, Indiana; Janet Fettinger, Indianapolis, Indiana.

Golich, Mary Ellen, Homewood-Flossmoor High School, Flossmoor, Illinois; Betty Ann Karstedt, Hinsdale South High School, Darien, Illinois; Julienne Renaud, Deerfield High School, Deerfield, Illinois; Pat Siders, Northbrook Junior High School, Northbrook, Illinois.

Hierlmeier, Alice, West Central High School, Francesville, Indiana; Sharon Kirkham, Western Boone High School, Thorntown, Indiana.

Hupb, Loretta B. 1974. Let's Play Games in Spanish. Chicago: National Textbook Company.

Jarvis, Donald K. Teaching Foreign Etiquette in the Foreign Language Class: Student Involvement Activities. Foreign Language Annals 8, 2 (1975):138-43.

Joiner, Elizabeth. Keep Them Guessing. American Foreign Language Teacher 4, 2 (1974): 16-18.

Mackey, William F. 1967. Language Teaching Analysis, Appendix B. Bloomington, IN: University Press. ED 021 493.

Madaras, Susan and Nancy McMillan. 1974. Etiqueta hispana. Bloomington, IN: University Press. ED 122 621.

Miller, J. Dale. 1972. French Teaching Aids. ED 066 963.

Mollica, Anthony. 1977. Games and Language Activities in the Italian High School Classroom. ED 140 654.

Omaggio, Alice C. Real Communication: Speaking a Living Language. Foreign Language Annals 9, 2 (1976):131-33.

Savignon, Sandra J. 1973. Other Peoples' Languages: A Game Everyone Can Play. ED 127 776.

Schmidt, Elizabeth. 1977. Let's Play Games in German. Chicago: National Textbook Company.

Stroud, Steven. 1976. Language Games for All Occasions. In Strategies for Teaching and Testing Communicative Competence in Russian, Rasio Dunatov, ed. Russian and East European Center, University of Illinois at Urbana-Champaign. ED 149 598.

Taylor, Maurice. 1975. Amusons-nous. Chicago: National Textbook Company.

[Documents identified by an ED number may be read on microfiche at an ERIC library collection or ordered from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210.]

APPENDIX B

PUBLISHERS OF PACKAGED FOREIGN LANGUAGE GAMES

Gessler Publishing Company, Inc.
220 East 23rd Street
New York, NY 10010
(Catalog available)

Goldsmith's Audiovisuals
(Playette Corporation)
301 East Shore Road
Great Neck, NY 11023
(Catalog available)

The Kiosk
19223 De Havilland Drive
Saratoga, CA 95070
(Catalog available)

National Textbook Company
8259 Niles Center Road
Skokie, IL 60076
(Catalog available)

APPENDIX C

SUPPLEMENTARY SOURCES OF GAMES AND SIMULATIONS

Bradford, Suzanne et al., comps. 1974. Foreign Language Games. Maryland Foreign Language Association. ED 125 243.

An annotated list of 29 games that can be used in the foreign language classroom. An introductory listing of all the game titles gives their application (vocabulary and/or grammar), a rating (on a three-point scale) of the amount of preparation time required of the teacher, and the time required to play the game. Annotations follow for each of the games, giving the equipment required, the rules, and, in some cases, a variation and/or comments. A list of four other games that are available in many schools is also provided.

British Council, English-Teaching Information Centre. 1975. Using Games, Puzzles, and Songs in English Language Teaching. Specialised Bibliography B14. ED 115 085.

This bibliography cites books and articles on the use of games, puzzles, and songs in English language teaching. Entries include both European and American publications; most have been published since 1965.

Buckby, M. and D. Grant. 1971. Faites vos jeux: A Book of Games and Activities for the Early Years of French in Primary and Secondary Schools. York University (England), Language Teaching Centre. ED 072 678.

Games and activities are intended for children from the ages of 8 to 12 who are learning French as a second language. The games allow for practice of sentence patterns, structures, and vocabulary. The grouping of the games and activities allows the teacher to locate a particular structure in the index and determine which games may be used to practice it. Games for each structure are further grouped into those that give practice in listening, speaking, reading, and writing. The text contains 39 units of materials. (Available from Publications Officer, Materials Development Unit, Micklegate House, Micklegate, York, YO1 1JZ England.)

Campbell, Patricia. 1974. A Personalized, Non-Textbook-Oriented Approach to Learning German at Rose Hill Junior High School. ED 100 165.

Appended to this report is a list of games used in the Rose Hill German course. Availability and price information are included for each game.

Caré, Jean-Marc. A comme...Abat-jour. Français dans le monde 140 (Oct. 1978):39-40.

Seven games in French are explained in detail with full directions and illustrations. Games encourage the learning of vocabulary and the creative use of the language.

Debyser, Francis and Heide Laitenberger. Le crocodile et le moulin à vent. Français dans le monde 123 (Aug.-Sept. 1976):14-19.

Proposes language games for learning French which stress creativity.

Derry, Gertrude Nye. 1966. Games for Second Language Learning. New York: McGraw-Hill.

Deyes, A.F. Language Games for Advanced Students. English Language Teaching 27 (Feb. 1973):160-65.

Dobson, Julia. 1970. Try One of My Games. ED 040 398.

The 15 games described here are classified according to size of class, level of English proficiency, and the nature of the game (pronunciation, vocabulary, grammar, spelling, numbers, or rhymes). General suggestions concerning the selection and direction of games, as well as specific instructions for playing each game, are given.

L'Expresse. 1978. Edition internationale, no. 1408, 1409, 1410.

A wide variety of French word games and puzzles are included in these issues.

Fontier, Genevieve and Madeleine Le Cunff. Remarques sur les fonctions du jeu dans la classe de langue. Français dans le monde 123 (Aug.-Sept. 1976):36-46.

Discusses the role of games in the French class and gives examples of some possible approaches.

Foy, William C. 1973. A Game Is Not a Gimmick. ED 089 315.

Some of the English-teaching games in this paper include (1) the use of the animate-inanimate switch for a unit on the language of advertising, where the students use two decks of word cards (one for nouns and the other for adjectives), the purpose being to match the adjective with the noun; (2) the use of alliteration in advertising, in which students match appropriate cards; and (3) the use of foreign money (players must trade and communicate with each other to make combinations of different currencies which equal a specified amount).

Hartig, Gordon et al. For the Classroom. Utah Language Quarterly 3 (Winter 1978):19-25. ED 152 086.

Presents sample shopping games and various games for French, Spanish, German, and Italian.

Kiser, Michael and Larry Studt. Putting Games into English and English into Games. Media and Methods 10 (April 1974):27-29.

Illustrates how commercial games may be adapted for classroom use.

Kraus-Serbic, Eva. Classroom Games in the Compulsory School. English Language Teaching Journal 31 (Oct. 1976):19-23.

Some new suggestions for games to be used in the elementary school include "The Parrot," "The Robot," "Ping-Pong," and "Telephone." Card games such as "Happy Families" can be played using flashcards.

Lee, W.R. 1965. Language-Teaching Games and Contests. New York: Oxford University Press. ED 085 992.

The educational word games described in this handbook can be used with foreign language students at all age levels. Included are oral games, pronunciation games, reading and writing games, and spelling games.

Lucas, Roberta. 1977. A File of Games and Fun Activities for Teaching ESL. Master's thesis, University of Arizona. (Writer's current address: Colegio Franklin Delano Roosevelt, The American School of Lima, Apartado 247, Miraflores, Lima 18, Peru.)

A collection of games and other activities to use in teaching English. Some of the games are designed for beginners and include drills on basic structures. Other games are for advanced students and involve more sophisticated language abilities. Each game or activity has a definite linguistic purpose (e.g., to practice wh- questions, to practice if clauses). Most of them can be used with teenagers or adult learners. A few of the activities are more suitable for children. The project includes 19 games and 28 activities with such names as "Coffeepotting," "Phonetic Bingo," "Catastrophe," and "Alibi."

Maley, Alan and Alan Duff. 1978. Drama Techniques in Language Learning. Cambridge: Cambridge University Press.

This book provides a wide variety of techniques to promote communicative use of the target language through simulations and games. Each activity corresponds to one of eleven language needs identified in the first section of the book, which presents a theoretical discussion of ways in which language teaching can be geared for communication.

Mehta, S.J. Language Games in the Classroom. Teaching 43 (June 1971):125-26.

Reisener, Helmut. Lernspiele für den Anfangsunterricht auf der Grundstufe. Englisch 3 (July 1971):65-67.

Saunders, Helen V., comp. 1974. Fun and Games with Foreign Languages. West Virginia State Dept. of Education. ED 096 857.

Eleven West Virginia teachers contributed the games included in this publication. The following games are described in detail: "Advanced Verbs," "Artists," "Baseball," "Battle of the Brains," "Bingo," "Categories," "Chains," "Climbing Ladders," "Concentration," "Crazy Poetry," "Crossword Puzzles," "Football," "Glutton," "Hangman," "I'm Going to London," "Initial Letters," "Jeopardy," "Missing Letters," "Scrabble," "Scrambled Sentences," "Siete y medio," "Snails," "Spanish Grammar Casserole," "Spelling Game," "This is My Eye," "Three on a Match," "Tic-Tac-Toe," "Twenty Questions," and "Who Am I?"

Schrand, Heinrich. Zeitschriftanschau. Schwerpunkt: Lernspiele. Zielsprache Englisch 4, 28 (1975).

Seven articles on "Games in English Teaching" from four journals (1969-1975) are presented in abbreviated form. Pedagogical questions, and the introduction, adaptation, and function of the games are discussed.

Souvestre, André. Un jeu franco-anglais pour le premier cycle. Français dans le monde 112 (April 1975):25-27.

Outlines the development of a bilingual, bicultural, multidisciplinary game integrating observation and discrimination in the areas of history, geography, science, and design.

Taylor, Maurice. 1975. Jeux culturels. Chicago: National Textbook Company.

____. Jeux faciles. 1975. Chicago: National Textbook Company.

Valette, Jean P. and Rebecca Valette. 1975. French for Mastery, Level II. Lexington, MA: D.C. Heath.

Vever, Daniel. Un inventaire de jeux. Français dans le monde 126 (Jan. 1977):23-28, 37-38.

An inventory of games useful as instructional materials for teaching French as a second language.

____. Jouer sans materiel. Français dans le monde 123 (Aug.-Sept. 1976):47-57.

Offers 11 examples of games for the French class which can be conducted without special materials.

Alice C. Omaggio (Ph.D., The Ohio State University) is Associate Director of the ERIC Clearinghouse on Languages and Linguistics at the Center for Applied Linguistics. She has taught French at the secondary and university levels, supervised teaching assistants, and developed instructional materials in French. Her publications appear in the ACTFL Foreign Language Education Series, Foreign Language Annals, the Canadian Modern Language Review, and the Modern Language Journal. Dr. Omaggio is currently preparing a beginning French text to be published by Random House in 1980.

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